

Who will fight for the window frames?

The role of Cinderella of the education service may be hotly disputed just now, but it would be hard to find a more deserving candidate for the glass slipper award than the school itself. School buildings get shabbier every year because, unlike most contemporary Cinderellas, they have no union to fight for them. Nobody negotiates for window frames, or threatens to strike for better conditions of service for flat roofs or aging boilers. And, although lip-service is paid to the idea that a good environment is an essential part of a good school, the puritan ethic is sometimes invoked to claim the reverse.

This all helps to explain why local education authorities cut spending on repairs and renewals whenever money is short, and why redecoration is never such a high priority as teachers, books, resources or even ancillary staff.

It has to be said, of course, that in educational terms that must be the right priority in almost any single given year. After a few such years, however, the cumulative effects of this order of priorities begin to show in leaking ceilings, rotting woodwork, and maintenance bills which have escalated in multiples of the number first thought of.

The survey carried out by *The TES* and reported on pages 10 and 11 presents a candid snapshot of the decaying state of the nation's schools after years of neglect. It shows in part the immediate results of spending cuts in the last five years, but also the effects of general spending policies over the last 10 or 20 years of inflation and attrition.

Our survey was carried out in a random choice of schools in eight L.E.A.s and the results, as might be expected, are uneven. Although there are many horror stories, there are also examples of schools in some areas which are able to keep pace with necessary repairs in reasonable order. But there is no doubt that there are too many near-slums for comfort, that education is being adversely affected

in all kinds of ways by haphazard decisions, and that there is little hope that things will get better without clear policies as well as resources.

It is likely that a similar picture will emerge from a forthcoming DES Building Survey, based on a larger sample of 16 L.E.A.s, and of course we already have the evidence accumulating from those case reports in Her Majesty's Inspectorate whose published reports over the past year have offered sharp observation and trenchant comment on the sometimes squalid state of school premises.

Ever since HMI began publishing reports on the effects of local authority expenditure policies on the education service, in fact, attention has increasingly focused on this area. Of the financial year 1980-81, HMI commented: "Somewhat over half the L.E.A.s reduced their programme for maintenance of premises and sites and repair and redecoration of premises as compared with their 1979/80 levels", and singled out one shire county whose schools had had no interior decoration for 15 years (though this pales beside the school discovered in *The TES* survey where the boys' lavatories had not been redecorated since 1935).

The following year the Inspectorate judged less than a quarter of all L.E.A.s to have a satisfactory programme of maintenance; this year, they had found no further deterioration overall "but the backlog of necessary repair and maintenance work appeared undiminished".

This backlog does not present a simple correlation with cuts, since spending on repairs and maintenance has actually edged up over the last five years, both in real terms and as a proportion of education spending. But as the Inspectorate commented about overdue repairs: "This may be as much a matter of history as of present policy".

The TES survey highlights some of that past and present history. Of the small number of schools which are in very bad condition—but still being used

by unfortunate children and teachers—most are expecting to be closed. They may be in Victorian buildings which are solidly built but elderly, inconvenient and in need of modernization as well as repair. Any closure debate, however, is likely to be long drawn out. The longer a decision is deferred, the more half-empty schools it is politically expedient to keep open, the higher the repair bill goes and the further it has to be spread. The DES policy of taking empty places out of use would, if it were only followed more enthusiastically in the L.E.A.s, mean that maintenance money could be spent to better effect.

A more widespread cause for defects seems to be the bad design of some of the postwar school buildings. Many are now paying the price for the short-term economies of the early fifties, compounded by the use of inferior materials and systems (for which spare parts may no longer be available).

What emerges as the pattern now is that work which is urgent to meet health and safety requirements is usually carried out, as is anything likely to threaten enforced closure. Second in order of priority is the sort of maintenance work required to prevent serious deterioration to the fabric of school premises. Delay is likely to lead to higher costs in future, but delay is as likely as not to occur.

When the main criterion on maintenance policy is the resources available, rather than need, it is probably inevitable that only emergencies or statutory requirements will ensure action. This means that the sort of renovation required to make the school a more agreeable place, to boost morale, to instil a respect for surroundings that discourages vandalism, even to maintain the sports provision that is part of a full curriculum, comes very low on the list for essential spending.

Neglect of this facet of the quality of education has its costs in the end, inevitably, and any good accounting system ought to take that on board.

COMMENT

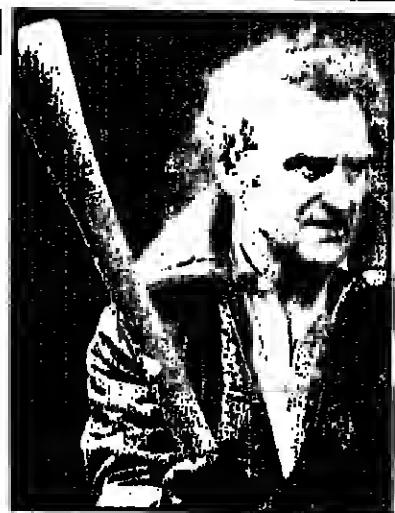
Guardians of the 9 o'clock line

Every few years the BBC delivers itself of a public meditation on its duties as a moral guardian. This week a new meditation appeared, on a perennially controversial subject, *The Portrayal of Violence in Television Programmes* (subtitle "An Updated Note of Guidance"). May have been ostensibly designed for internal consumption, but its broader purposes are clear—to reassure the populace that Auntie is still watching over it, and to strengthen the defences against its most vocal critics.

The document, compiled by a group of senior executives under the chairmanship of Will Wyatt, is to be commended first and foremost for its determined avoidance of that tempting old conflation "sex'n'violence": sex only rears its head here in the form of rape. Too many critiques of broadcasting's social effects have foundered through their insistence on lumping those elements together and, as often as not, on seeking to bind them even more closely with a third, "bad" (sez who?) language.

As Aubrey Singer observes in his foreword, this new Note makes no significant changes to the guidelines laid down by the Sims Committee in 1979. The nine o'clock "watershed" stays in place: this is surely right, even though children stay up later than they used to, and even though the time-shift capacity of video turns transmission time into a factor of decreasing significance.

"Permanent concern, tempered with common sense" is one of the new Note's key phrases for the sort of



attitude it hopes to inculcate in those who put out news, drama and documentary programmes: Mr Wyatt and his colleagues steer an intelligent course past the inconclusive babel of the researchers on the one hand and the all too conclusive assertions of the moral pressure groups on the other. The Note accepts the common-sense view that televised violence must have some effect on some viewers, but, drawing the analogy with road safety, it argues that responsibility must ultimately rest with the user. It carefully picks its way between the dangers of "desensitization" (viewers brutalized by too much explicit violence) and "sanitization" (nice clean bloodless deaths). It echoes the worthy formulation of a similar group in 1972: television's basic aim must always be "to sharpen and not to blunt the human sensitivities of the viewer".

Its specific recommendations for children's programmes restate the conventional wisdom. Marital infidelities, or parents who die, are seen as particularly disturbing; children's memories are short (a week can be an eternity); images of "goodness" and

"badness" need to be carefully vetted. "The use of physical disabilities in association with 'bad' characters who may employ violence is almost certainly to be avoided, despite the example of Long John Silver": a bit humourless, but one sees the point. The Note observes that Children's News aims to present the main stories "in a form understandable to an eight-year-old": close-up reaction shots of adults in extremes of grief or anger, or out of control, are always, it says, to be excluded. Well, yes, but children also watch the adult news an hour later.

Joint-stock sleight of hand

The headmaster of Marlborough's plan for "joint-stock schools", half private and half maintained (page 6) cannot simply be dismissed as a wizard wheeze for mauling the state and private sectors together so inextricably that no abolitionist government could get at the private schools. As Mr Ellis says, the Government's own favourite scheme for increasing parental choice has been exposed as a "costly albatross". Someone might just be attracted to this cost-saving possibility.

What Mr Ellis suggests is that the present situation, where parents who can afford it often contribute large sums to maintained schools, should be formalized, and their contributions increased in a few hybrid schools. He claims this will extend parental choice, liberate resources for more deprived state schools, and prevent a fall in educational standards that would otherwise be dealt with only by "overwhelming taxation".

In fact the scheme would increase the social selectivity of maintained schools in favoured neighbourhoods, without making for any of the diversity in the system necessary for real parental choice. Even in the extremely unlikely event that savings in the favoured schools would be diverted to the rest, the scheme would do nothing to reduce inequalities between local educational authorities—say Essex and Newham, or Sefton and Liverpool.

One of Mr Ellis's more defensible contentions is that the independence of heads and governors in the private sector is desirable, and should be extended to the maintained sector. But that would not require any fancy concoction of "joint stock" schools. Simply implementing the section on governing bodies in the 1980 Act, instead of allowing authorities to drag their feet on grounds of cost, would be a start. If the Government wanted to extend the power of governors and heads further, it could do so.

Promoting creeping privatization in better-off maintained schools is, unfortunately, a perfectly legitimate political aim. Pretending that this will do anything for greater equality of resources between schools, or for educational standards, is either hypocritical or extraordinarily naive.

NO COMMENT

"Two girls stole from shops while on a school trip to Halifax, Calder Juvenile Court heard yesterday. The girls, both aged 15 and from Bradford, both admitted stealing a needlework kit and a doll from a shop in the Piece Hall, Halifax... Both the girls' mothers blamed their school for letting them go into shops alone."

Isobel Shepherson was head of the Bradford comprehensive school before she was dismissed from 1973-83 and before she was charged with the theft of a highly selective school in Lancashire. *Evening Mail*, Halifax, August 18.

Second opinion Selection is too crude a tool

Comprehensive schools have been under attack; their shortcomings (nine years in Solihull) shows they have been "researched" by who ought to have better understanding of the meaning of the word. One of a county council asserts that "it is a serious undermining of the fabric of a county council as an institution. Or is it a comment on the quality of the social fabric?"

Why is the Solihull proposal disturbing and disarming? Assisted Places Scheme, TVET, payment to 16-19 year olds of time education or the suggestion of the chairman of the Head M.C. Conference that there should be stock (direct grant) schools?

It is disturbing because schools prevent other educational progress. Once you have children—on whatever basis—have labelled, and therefore, neither rhetoric nor imagination work by teachers can alter this. Real needs, confidence and a sense of self-regard. The process of selection damages both, and injures the rejected alike.

It is disarming because the results of the post-war years have been ignored. I thought been proved beyond a doubt that we do not know how to educate, at 10, who will succeed or later. The results of many schools should have made teachers blush for shame and political masters and mistress for urgent inquiry.

Facts are inconvenient, but inner city comprehensive schools have one year's entry (199) through school and beyond (1974). Five of its pupils could have done place, on primary school record any selective school, even in Solihull rest could not. Results of the five won all the prizes, and the five went on to degree courses.

There are, apparently, alternative means of selection to the 11+ examination. Continuous assessment? Of 8, 9 and 10 year olds? Means, of course, continuous assessment of parents. I hope their names can stand it.

Children are lively, unpredictable and highly individual. Parents are better than others. Siblings (twins) respond differently to the same circumstances. This is particularly true of their turbulent, sensitive adolescent years when they need the academic, emotional, social and spiritual space they can get.

The selective system does not meet their varied and subtle needs. It is a very crude tool indeed.

The establishment of comprehensive schools raises as many questions as it answers. Internal organization can negate all that the establishment of such a school is meant to do. Authority councillors know this, whatever else, as ability is increased, streaming by a crude tool, streaming by a crude tool, streaming by a crude tool, streaming by a crude tool.

Precision tools need expert operators, but we should expect that teachers, loan to use them, rather than the school itself, should be the ones to use them. Teacher trainers, administrators and politicians should be partners in this great, liberating enterprise. Our children deserve no less.

The country deserves no less. A transformation of relationships in the world of work and for unemployed workers, employed and unemployed, are at school together.

Isobel Shepherson was head of the Bradford comprehensive school before she was dismissed from 1973-83 and before she was charged with the theft of a highly selective school in Lancashire. *Evening Mail*, Halifax, August 18.

16-plus grades useless, says Schools Council

by Bob Doe

The grade descriptions devised by the GCE and CSE boards for the new 16-plus exams do not go even half way towards the sort of definition of standards asked for by the Government and are useless, says a Schools Council report published today.

If the boards were to do what the Government asked, however, the new 16-plus would be unreliable and unfair to report claims. Many students would have worse grades than under the present system, some subjects would be much harder than others, and the whole basis of the 16-plus could be undermined.

Two members of the council's Forum on Comparability are responsible for the report: Ms Lea Orr, one of the most experienced members of the council's exams team, and Professor Desmond Nuttall of the Open University, who has run a CSE board and is used by the Government as an independent assessment expert for the work of the Assessment of Performance Unit.

Their criticisms relate not to the 16-plus criteria exercise as a whole but to the "pre-eminent importance" they say the Government has attached to defining detailed definitions of standards in each subject, by specifying the levels of attainment that would be necessary for the award of each grade.

What the Joint Council of GCE and CSE boards had chosen to do instead was to draw up more general descriptions of the sorts of attainment grades might encompass. On the basis of these, Orr and Nuttall argue, it will not be possible to say with any accuracy that a person obtaining a certain grade is capable of in that subject.

"As they are unlikely to provide users with reliable information on the attainments of the candidates it is difficult to see the use to which these descriptions may be put."

Single grades were meant to summarise performance in a subject across a whole range of different forms of learning. The only way that could be made to fit what the Government was asking for was to list for each grade exactly what it was that every

candidate had to show he or she could do to obtain that grade. This would amount to a series of hurdles, all of which the candidate would have to jump before they could be awarded that grade.

Such a requirement would penalize many candidates, "probably the majority", who could qualify for that grade under the present system, in which examiners allow strengths to compensate for weaknesses.

Furthermore, making within-subject considerations dominant in grading would destroy comparability between standards in different subjects, they argue. It was probably not safe to say a grade C in geography is "as good as" a grade C in history at present but under the Government's plan it would be "categorically false".

There was a danger, too, that rigid definition of grades would cause "curricular ossification" by making new teaching and examining developments more difficult to introduce.

The authors question whether those who use 16-plus exams for selection purposes are interested in details of specific abilities rather than general levels of attainment. If the new 16-plus did not suit their needs, they would start to use their own selection tests which would put into question the need for a national 16-plus exam.

In fact, Orr and Nuttall say the *de facto* raising of the education-leaving age from 16 to 17 does this anyway.

An alternative to the Government's approach to stricter definition of standards was to grade candidates separately on various aspects of the subject to provide a profile of grades for each subject. They doubt, however, that this would meet with the approval of users, either, and there are serious technical objections. Because each grade on the profile would only be based on a small part of the exam, they would not be reliable.

Determining standards in the proposed single system of examining at 16-plus by Lea Orr and Desmond Nuttall. Schools Council Comparability in Examinations, Occasional Paper No 2.

BTEC line-up is named

The new Business and Technician Education Council (BTEC) comes into existence tomorrow as the result of the merger of the Business Education Council (BEC) and the Technician Education Council (TEC). Mr Neale Raine, chairman of the new BTEC, is chairman of the new BTEC with Mr John Sellers, the previous chief executive of BEC, as BTEC chief executive.

Voluntary duties 'contractual'

by Hilary Wilce

Essex has been accused by the National Association of Schoolmasters/Union of Women Teachers of attempting to make voluntary duties contractual for a school's teachers.

The dispute, at The Boswell School, Chelmsford, concerns the supervision of pupils before and after both morning and afternoon school sessions, including such tasks as bus duty. The union has given national support to members who refuse to do them.

In February this year there was a request from the staff at the school to change the existing roster system. However the NAS/UTW alleges that the new system was then imposed by the headmaster, Mr Charles Honecker, without negotiation and without the agreement of the majority of staff.

Since then the dozen NAS/UTW members at the school have withdrawn goodwill and refused to comply with the system.

At the beginning of this term the individual teachers concerned each received a letter from Mr Tony Jackson, principal education officer for schools, saying that Essex considered that "a duty habitually undertaken at the request of the authority or the head acting as its representative can be considered to be in the course of the teacher's employment".

Mr David Gwyn Jones, national executive member for Essex and Suffolk, said the move was yet another attempt by a local education authority to try to make voluntary duties contractual. The dispute had been going on for over a term now and relations between teachers and the authority were "at their lowest ebb ever".

"Goodwill extended by teachers habitually over will become contractual", Mr Jones said. He had requested a meeting with John Morris, the chief education officer,



Rise and shine... 13 girls and five boys aged 16 to 17 began life in the Armed Services Youth Training Scheme at RAF Hereford last week, learning how to make a bed, tie shoelaces and press uniforms. They will spend 33 hours a week being drilled, five hours on physical education. Boys will do weapon training and they will all spend a weekend in the Welsh Hills.

For the rest of their year, they will learn a variety of basic trades.

The Ministry of Defence said this week that 271 of the 2,130 applicants for the scheme had been accepted. Among them were, above, from left, Julie Phipps, Trina Meehan, Julie Mills and Sally Spicer.

Row over biased peace studies claim

by Paul Flather

Claims that peace studies teaching in schools is biased and unprofessional provoked a row at a conference in Oxford last week.

Baroness Cox, a past author of the right-wing education Black Papers, claimed that many teachers of peace studies were guilty of "one-sidedness" leaning towards unilateralism, and under-stating the Soviet threat.

These accusations were later rejected by a member of Her Majesty's Inspectorate.

Baroness Cox said: "I am deeply concerned by the present situation. I am particularly disturbed by an asymmetry which I believe is academically unacceptable and politically dangerous."

Baroness Cox, who is director of the Nursing Education Research Unit at Chelsea College, London, was presenting a paper to the Standing Conference on Conflict and Peace Studies. Much of her fire was directed at an independently funded resource pack, known as the *Dovepar*, produced by the Teachers for Peace group. This she described as "narrow and negative".

Her charges were refuted by Mr John Slater, responsible for history and political education within the HMI, who said there was no evidence to back "such generalizations".

He said the claims were "wholly uncharacteristic" of evidence collected by HMI on school visits and he doubted even that peace studies was prominent as a separate subject.

He warned that such statements would only further demoralise teachers. HMI would be happy to investigate any evidence produced by Baroness Cox of unprofessional or biased teaching.

Tertiary go-ahead

Sir Keith Joseph, the Education Secretary, has just approved two tertiary schemes—one in Knowsley, Merseyside, the other in the London borough of Harrow.

Seven 11 to 18 comprehensive schools in the centre of Knowsley will be replaced by five 11 to 16 schools. Prescott Further Education College with one of the former 11 to 18 schools will be transformed into a tertiary college. The scheme will begin to operate from next September.

In Harrow, three sixth form colleges and one further education college will be reorganized into three tertiary colleges by September 1987. A Catholic sixth-form college will not be affected.

YTS filling more slowly than planned

by Mark Jackson

Mr David Young, chairman of the Manpower Services Commission, says he would rather see school-leavers staying on in "relevant" full-time education than going into his Youth Training Scheme. And he is pleased to find that a large number of youngsters are getting jobs outside the scheme.

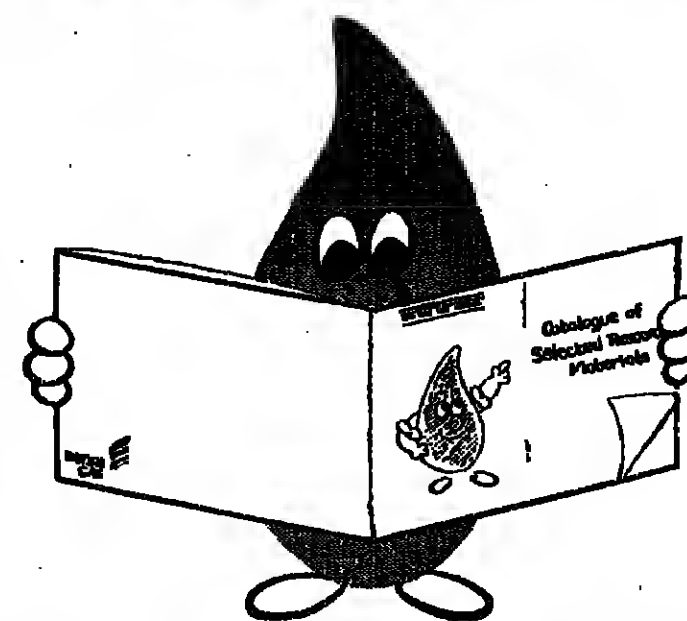
Announcing last Friday that the take-up of places in the scheme was a good deal slower than expected—123,444 places were filled by the middle of this month, a fifth under the forecast—Mr Young said the real object at present was to ensure that no youngster was left without a job or training by Christmas.

A study commissioned by the European Cultural Foundation and carried out by Britain's Community Projects Foundation focussed on a group of 17 to 21-year-olds in the West Midlands who have been unemployed for six months or more—an age group who have missed the new vocational preparation schemes. They emerge from the study as largely demoralized and cut off by lack of money from social opportunities and a satisfactory way of life. They consider government measures to alleviate unemployment of little use to them.

The report gives a warning that there is evidence of frustration and disaffection which could be "easily triggered into a destructive reaction".

Growing Up Without Work. Marilyn Taylor and others, £3.25 CPE, 60 Highbury Grove, London N5 2AG.

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PLATFORM

Truth and consequences



Anger at the reduction of opportunities for a generation of young people.

Maurice Kogan says that the universities have been humiliated and increasingly tied to the strings of government; ministers have mismanaged reduction and academic leaders failed to make the right judgments.

As a result of cuts made in higher education since 1979, between 18,000 and 23,000 home and EEC places for undergraduates will be taken out of the universities. This means that 61,000 young people who would have gained places in previous years will fail to do so between 1982-83 and 1984-85. These changes are being imposed at a time when the age group is at a peak. In order to reduce the system, the Government is encouraging the loss of a total of perhaps 10,000 academic and related posts in the whole of higher education; some of these will be bought out at high cost.

The policy can be criticized on three grounds. First, it demonstrates an uncaring, almost casual, dissociation of ministers from the consequences of their actions. The process of reduction was mismanaged and the motives for it emerged from the political sub-consciousness of the consequences of taking money out of the system became evident.

Second, the policy is wrong on its merits. Third, it raises doubts about the capacity of Britain's academic leadership to make decisions, admittedly in response to appallingly draconian policies, which preserve a decent balance between the academic and the social purposes of higher education.

A government committed to efficiency might have been expected to have administered reduction in a business-like way. But the catalogue of missed targets and implicit retractions is a dispiritingly impressive.

For example, ministers might be expected to have a concern with the number of student places which will survive once universities have been reduced. But four months after it announced the worst of the cuts in the 1981, it still did not know how many student places would be lost.

A second confusion surrounds the motives for the change. Ministers declared that the purpose was solely to save money and, in William Waldegrave's word, "ideological" in intent. This was, however, a different version from that of Rhodes Boyson a few months previously when he attacked the notion that all who were qualified should be given a chance of a place.

But if we take a combination of the motives, of saving money and of excluding those students for whom Dr Boyson would not find a place, we might assume that the Government would want to make sure that the polytechnics and other colleges would also lose places. In the event, the Government found that it could not control the "public" sector. It became flooded with applicants, the standards for admission went up for many courses, and so far from saving money, the Government had to go

back to the Commons for supplementary estimates of more than £80m in two years to meet the cost of additional student awards which local authorities had to make.

Furthermore, polytechnics were allowed to keep courses while, on an early estimate, more than 250 university courses, some of them well established, were closed. Only now has the National Advisory Body begun to cut into the public sector; the effects will not be felt until two years after the first university reductions have gone through.

The Government had no idea of the costs of reduction. The total compensation for getting rid of unwanted members of university staff might have been as much as £250m. In the event it turned out to be £130m for the universities plus a further large sum for teachers employed by local authorities.

In addition, the cost of compensating the superannuation fund for early retirements will be enormous. For example, the largest of the university schemes, which accounts for only 3,000 out of a total of 10,000 higher education retirements, will have to be compensated to the tune of £85m. At the same time as the universities and polytechnics are being culled of arts and social science teachers, new staff, in part replacing those bought out, will be allowed of the cost of £100m over three years.

Moreover, while the Government forced institutions to charge overseas students the full cost of their educa-

tion, and thus deprived them, on a random and arbitrary basis, of important blocks of their income, the Foreign Office will now be aiding overseas students to the tune of £43m in place of the fees which it took away. The figures of savings and costs are very difficult to interpret. But if we take at its face value the Government estimate that 10 per cent of the higher education bill will be saved, it is really very unlikely that ministers thought that the costs of doing so would be so enormous and the savings so meagre.

If the administration of the policy was unreflecting, some of its consequences are likely to be disastrous. Because the polytechnics have not been controlled up to now it is not certain how many students' places have been lost. And negotiations over the NAB exercise to reduce expenditure by 10 per cent are still going on, on principles being worked out as they go along. It means, however, that the polytechnics, whose owed terms of reference are to serve the adult learner and the part-time student, will increasingly have to concentrate on the needs of academically well qualified school-leavers.

It is difficult to know what the uncertainties and withdrawal of support from higher education are doing to the expectations of young people. A small study of London schools implied that the message was already getting back that higher education was no longer considered a feasible possibility for some who would previously have entered it.

Of the small group of replies to our

questionnaire, about 12 per cent of sixth-formers who failed to get places would, in the opinion of their teachers, have benefited from higher education. And all of this when admission to higher education is still seriously skewed towards middle class candidates, when regional disparities, for example, between Scotland and England, remain sharp, and women still do not have opportunities equivalent to those of men.

The role of Britain's academic leadership in these changes must also be remarked upon. The University Grants Committee seriously considered resigning but felt that to do so would be an abdication of responsibility in the face of crisis.

In the past, the committee has not had to make fine-tuning judgments on the capacity of departments. It has no secure way of determining teaching qualities. Its evaluative resources are really very frugal. But it not only made decisions that implied an ability to make such judgments but also maintained that it had engaged in a detailed and useful consultative process in so doing. The quality of that process and of those judgments can certainly be contested.

Moreover, it made a key decision that rather than preserve student numbers in the universities, it would preserve the "unit of resource" as much as it could. This meant that the amount spent on each student would be preserved within a margin of 10 per cent in order that the research activities of departments would not be

seriously impaired. The concept of a unit of resource might apply usefully to the high-cost laboratory subjects, but was applied, with its whole subject range, to universities were not given the option of retaining their existing student numbers on reduced standards.

Both the process and its outcomes no credit to the eminent academic and others on the UGC. But at the time that the decisions were taken, ministers both let them get on with it and expressed their agreement. However, perhaps as a result of messages reaching him about discontent with the reduction in student places, Sir Keith Joseph has warned the UGC that he expects it to drastically reduce the unit of resource in the 1986.

This is a sharp reversal of position and in the relationship between the universities and the UGC has not been clearly instructed in this way. This decision will not, however, come to the aid of those who have failed to secure university places in these years of student demand.

It is, all in all, a sorry story. Ministers have the right to decide to exclude 20,000 students from universities in order to give money to farmers in the Falklands. Others continue to feel anger at the reduction of opportunities for a generation of young people whose life horizons are dominated by economic depression and personal uncertainty. The reality of higher education to care for mass of under-educated people in a country (the majority of whom) school at 14 or 15 is being rather than expanded.

The resulting structure will be more elite, but under-nourished university system, a public sector whose boundaries have been changed, resources reduced and which has been suddenly flooded with young people disappointed in their first choice. Universities have been humiliated, increasingly tied to the state government.

These are all the consequences of bad policies. But it is the role of administration that will count most. The Government has decided to turn its own back on the University College of Buckingham, which has been humiliated, increasingly tied to the state government.

These are all the consequences of bad policies. But it is the role of administration that will count most. The Government has decided to turn its own back on the University College of Buckingham, which has been humiliated, increasingly tied to the state government.

Maurice Kogan is professor of government and social administration at Brunel University. He has just published *The Attack on Higher Education* (with David Kogan) which will be reviewed next week in *The TES*.

NEWS

Ministers undaunted by opposition to local government plans

by Biddy Passmore

Mr Patrick Jenkin, the Environment Secretary, gave no sign of a loss of Government nerve over the forthcoming Bills to limit rate rises and abolish the metropolitan counties when he addressed local authority leaders last week.

But the Government now faces formidable opposition to its "rate-capping" proposals from both the Labour-controlled Association of Metropolitan Authorities and the Tory-controlled Association of County Councils, which published its hostile

response to the plans this week. Their decision to form a united front spells trouble for ministers when they try to get the legislation through Parliament next session.

The legislation would force severe cuts from 1985 on at least a handful of high-spending education authorities, such as the Inner London Education Authority and Sheffield, and could lead to government limits on spending by all councils.

Speaking at the annual conference of the AMA in Tycomouth, Mr Jenkin firmly restated his intention to go ahead. The plans to limit rate rises in

selected authorities - and to take a reserve power to limit them generally - were the minimum the Government could do to tackle the problem of local overspending, Mr Jenkin said. Many ratepayers believed they did not go far enough.

The present system had only worked when councils had accepted the need to work within central government policies but that agreement had broken down. Selective rate limitation had already been tried in Scotland and had "worked satisfactorily," he added.

The AMA approved its response condemning the Government's plans at last week's conference. Its chairman, Sir Jack Smart, said that if the proposals went ahead "we might as well all pack up and go home, for decision-taking will be at the centre and not in the local debating chamber."

More ominously for the Government, the Conservative-controlled ACC also made its outright opposition to both the selective and general scheme clear this week. (Both associations emphasize that the principle underlying both schemes is the same.)

"The price to be paid is too high, for a problem which is over-stated and can be reduced by further improve-

ments to the system of local taxation," the counties say. Both the ACC and AMA want to see a local income tax introduced, instead of rate-capping.

As both associations have powerful friends in Parliament - the counties are particularly well represented in the Lords - government whips are said to be increasingly worried about getting the legislation through.

On the abolition of the metropolitan counties and the Greater London Council - due to follow the rates legislation and take effect in 1986 - Mr Jenkin was equally unapologetic. They had failed to establish a role for themselves and were not effective, he said.

Ministers are, however, known to be reconsidering their election pledge to set up a board of councillors from the Inner London boroughs to replace the Inner London Education Authority. Mr Bob Dunn, the new schools minister, would prefer a directly elected authority and the idea is thought to have gained ground, at least within the DES, during the summer.

Support for a directly elected education authority for Inner London also came yesterday from the Centre for Policy Studies, the Conservative

"think tank" set up by Sir Keith Joseph before he was Education Secretary.

A paper from the centre's education study group argues that ministers plan for a joint board would be likely to leave the present ruling (Labour) group on the authority even more strongly entrenched. But direct elections would free education from traditional party allegiances.

The Inner London Education Authority After the Abolition of the Greater London Council, by John Macdonald, Fred Naylor and Lawrence Norridge, published by the Centre for Policy Studies, 8 Wilfred Street, London SW1E 6PL, price £2 plus 30p.

● In a submission to Sir Keith Joseph, the London Association of Schoolmasters/Union of Women Teachers calls for a directly elected, single-purpose education authority.

Teacher costs
Public Money, mentioned in a new story about teacher costs, (TES, September 16) is available only on subscription from 1 Bucklebury Place, London, SW1E 6HS.

NEWS

Inspectors to put up fight against county job cuts

by Mike Durham

Education advisers in Bedfordshire plan to fight a proposal to cut the number of advisers and inspectors in the county from 22 to 15.

The proposal, together with plans for restructuring the department, has been put forward by a policy review body, set up by the county to achieve savings.

Senior negotiators from the National Association of Inspectors and Educational Advisers, said two senior NAIEA members would be meeting Bedfordshire members as soon as possible. "I can't say more than that at the moment because we don't know what action will be necessary", he said.

Mr Alan Shepley, general secretary of the National Association of Inspectors and Educational Advisers, said two senior NAIEA members would be meeting Bedfordshire members as soon as possible. "I can't say more than that at the moment because we don't know what action will be necessary", he said.

"But it is always of great concern to us when an authority thinks of saving money by reducing its most effective quality control system like this. "And in this particular case, we would certainly regard it as simplistic thinking to suggest that a large county like Bedfordshire could possibly function adequately with the minimum team."

Mr Shepley added: "We have never failed to reach an amicable arrangement for our members and I am sure we shall succeed this time."

The working party's report has been sent to the county's education committee for consideration and staff consultation. No decision is expected until December.

Language of peace

by David Lister

The Falklands conflict might have been avoided if more people in Britain had studied Spanish, the general secretary of the Institute of Linguists claimed this week.

Mr Tony Bell, speaking after the national conference of Hispanists in Polytechnics and Other Colleges, told the TES: "If more people had learned Spanish at school there would have been less of a chance of that conflict happening. More people would have understood the Argentine way of thinking, which is a Spanish way."

Without a background in Spanish, the lowest level upwards there is the responsibility of people being aware of the aspirations of the Argentines or indeed the 'Malvinas', or where they live.

Mr Bell said that "ignorance about remote parts of the world that the Government showed in April 1982 could only worsen if resources were not made available to teach the languages."

The conference held at Hertford heard that only 1 per cent of schools in Britain teach Spanish as a first foreign language, and financial stringencies were being axed from school timetables.

Mr Bell said that "ignorance about remote parts of the world that the Government showed in April 1982 could only worsen if resources were not made available to teach the languages."

Polytechnics in liberation struggle

by Biddy Passmore

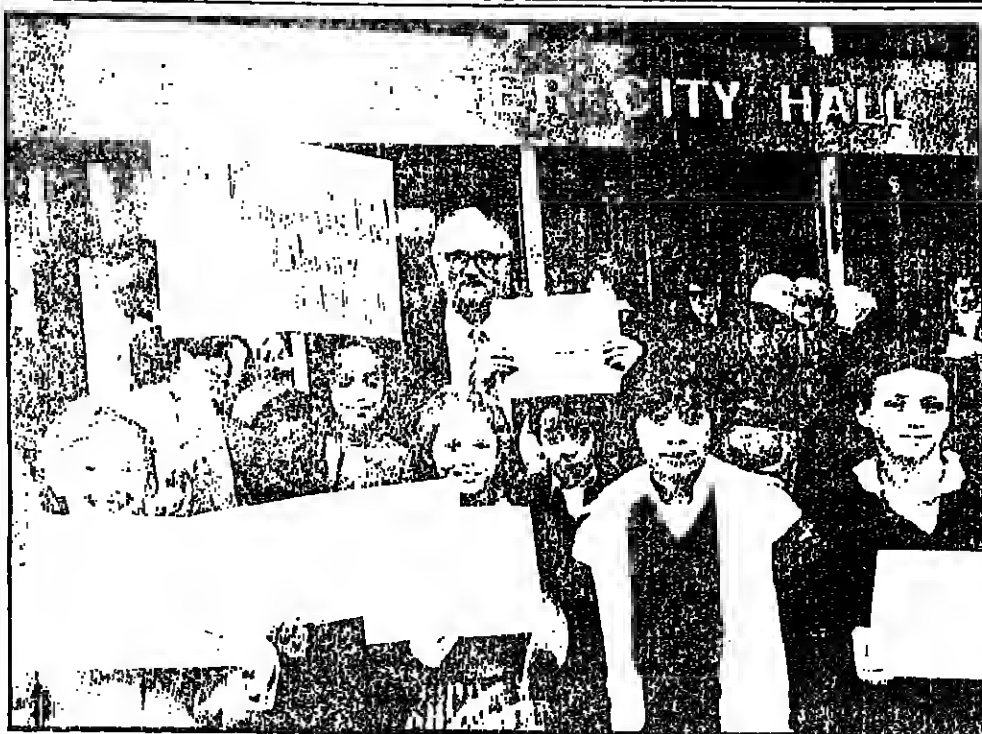
Some polytechnics are free at least from local authorities and the National Advisory Body.

Dr William Birch, director of Bristol Polytechnic and chairman of the Committee of Directors of Polytechnics, has written to the local authority associations setting out ways in which the institutions might free themselves. He includes the granting of corporate status and a vote on the board, which

possessed by universities.

The 30 polytechnics have long pleaded for their liberation from council control and supported previous government plans to set up a national body which would fund them and a few other institutions direct from the centre.

But the plans, which were leaked, were sunk by local authority opposition and the NAB was set up instead. The directors have been hostile to



Action learning? These representatives from Wilberforce Junior mixed school in London went to Westminster city hall to lobby councillors discussing a proposal to close their local branch library. After they and a similar delegation from a neighbouring junior school presented a petition, the proposal was referred back to a council sub-committee for further consideration.

Shires call cane scheme unworkable

The Conservative-controlled Association of County Councils is to tell the Government that its plans to allow parents to "opt out" of corporal punishment for their children are unworkable and unfair.

Local education authorities should be left to decide whether corporal punishment should be used in their schools, the association will say in its response to the Government's consultative document, sent out in July.

The document made it clear that ministers' minds were made up on the basic question of allowing parents to exempt their children; they simply wanted comments on three ways of implementing it.

But the ACC's response, agreed earlier this month, will tell ministers that the basic principle of allowing different sanctions for the same misdemeanour is unacceptable.

Meanwhile, one council has been given legal advice which suggests that the Government's consultative document rests on a false premise.

According to counsel's opinion given to the metropolitan borough of Walsall, the European Court judgment which prompted the Government's move is not binding on schools in England and Wales. This is because the judgment related to Scotland, where the teacher is not legally "in loco parentis".

South of the border, the argument runs, teachers are "in loco parentis" and the parent cannot restrict that.

Channel 4 reluctant to be IBA conscience

by Gillian Macdonald

Channel 4 is reluctant to take schools programmes, Mr Jeremy Isaacs, the chief executive, admitted at last week's launch of the autumn season of programmes. The new channel would not be "the conscience" of the Independent Broadcasting Authority.

"This channel will, and needs to, maintain its independence. It was not on for ITV to be 'hell for leather' the popular channel and ask us to be the conscience of the system," he said.

Mr Isaacs acknowledged that schools programmes would probably shift to Channel 4 next September. This would leave ITV clear to compete with BBC's general programmes (the BBC has already moved all its educational output to BBC2).

But Mr Isaacs insisted that he would require firm guarantees about the length of time he would be expected to carry schools programmes. With his limited budget he would prefer programmes with a wider appeal.

He considered that schools would be better served by broadcasting in "down time", the hours between 2am and 6am. But with insufficient videotape recorders in schools this could not happen for some years.

The press conference confirmed that Channel 4's policy of catering for minorities has slipped dramatically, or been pushed by the advertisers: the autumn schedules reflect a shift in programming to improve the ratings.

Mr Isaacs agreed the channel was becoming more popular. "It wants to be more popular, but it is not changing its emphasis," he said. "The mix remains a characteristic Channel 4 mix and one which will continue to fulfil its educational obligations."

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Guild Learning, Guild House, Peterborough PE2 9PZ. Telephone: Peterborough (0733) 63122 Telex: 32659



GUILD LEARNING



THAMES

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FIRST NATIONAL STUDY CONFERENCE
Sheffield 28th-30th September 1983

Details from Conference Secretary
c/o ISTC, 93 Ashurst Road, Barnet, Herts GN4 9LH

NEWS

Nick Wood reports from the Head Masters' Conference annual meeting in Cambridge

Partnership plan for state school cash

A radical plan to privatise state schools is to be put to ministers by the independent school headmasters.

But Sir Keith Joseph, the Education Secretary, is sceptical whether the plan will work. He later reminded the heads that after two years' hard work, he had been obliged to drop the voucher route to achieving the "noble objective of dramatically widening the choice of schools for parents of all income and ownership."

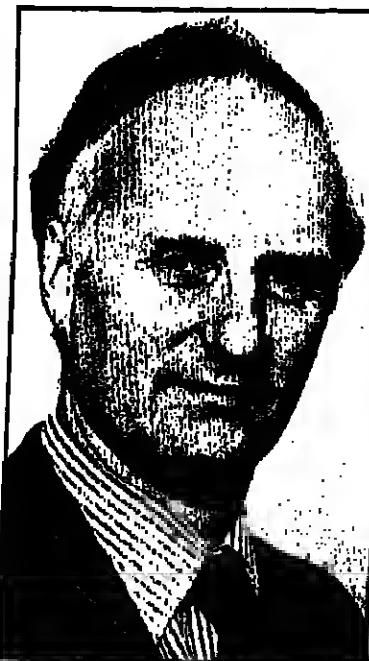
Nevertheless, he looked forward to seeing the paper setting out their ideas.

The heads say they are throwing the Government a lifeline in its flagging quest for ways of raising educational standards and extending parental choice. They say the move would not involve a substantial increase in rates and taxation.

The headmasters are proposing that a number of existing comprehensives should become "joint stock schools" funded jointly by L.E.A.s and parents. Parents would pay the bulk of the equipment and maintenance budget, as much as £400 a year, and the local authority would be responsible for staff salaries. The authority would continue to own the school.

The plan was outlined to the conference by Mr Roger Ellis, the conference chairman. A detailed paper on the subject is to go to Sir Keith soon.

"We are approaching the time when the linking of private and public resources will not just be desirable but necessary, unless standards are to drop or taxation to become overwhelming," Mr Ellis, the master of Marlborough School, said.



Roger Ellis... 'hybrid' answer.

The Government should tap the trickle of parental contributions to state schools and turn them into a flood by finding a "fresh way of spreading independence."

"Now is the time to ask the Government to search for a new form of status alongside the existing ones, something between the full maintained and the truly independent, joint stock schools in which the state and parents share in the funding of the schools, and where

the governing bodies and heads have a greater measure of independence than those of existing maintained schools, even though the ultimate ownership remains in the state."

At a press conference to launch the plan, Mr Ellis noted that two of the Government's best hopes of raising standards and widening parental choice - vouchers and the Kent experiment in open enrolment - now hung round its neck like a "costly albatross."

Perhaps the Education Secretary would now "explore different ways of extending that choice and at the same time pull into the total educational resources of the nation, private money which parents are ready to make available where the upbringing of their own children is concerned", he told the conference.

The answer was an educational hybrid - "between schools which are completely maintained and where central government and L.E.A.s pay for everything out of taxes and rates, and schools which are completely independent."

Outlining how the new schools might work, Mr Ellis said parents would not be forced to pay for their children's education.

A "modest" number of schools, after talks between governors and parents, might opt for hybrid status in the hope of improving the quality of their facilities.

Parents who choose not to take part would still be able to send their children to schools fully funded by the state.

Mr Ellis denied that his scheme

would lead to more "sink schools" attended by children from poor families. The number of schools involved would be small, and the L.E.A.s would be able to switch money away from wealthy schools towards those in need.

"The object of the exercise is not to increase the amount going to maintain schools from rates and taxes, but to increase the amount coming in from all sources, so there will be more for deprived areas", Mr Ellis said.

He was supported by Mr Bruce McGowan, headmaster of Haberdashers Aske's School in Elstree, Hertfordshire. Hybrid schools were a "seminal thought".

"It could be that we are at the beginning of a major new development", he said.

Mr Ellis also drew from a survey now nearing completion to highlight the changing face of the public school curriculum.

"By 15-plus, most schools have at least a five-subject core - maths, English, French, physics and chemistry - with biology, history and geography studied by the majority and Latin and German by about a quarter."

The shape of the public school curriculum is being reviewed by the HMC's curriculum committee, and a report is expected next year.

The chairman also announced a computerized exchange bank for teachers who want to swap jobs with colleagues at other schools in the independent sector. The HMC hopes to extend the scheme, to be run by Mr Derek Seymour, former head of Bloxham School, to the maintained sector.

Sir Keith's broader A levels

Sir Keith Joseph, Education Secretary, is planning to publish a paper later this year on the scope of A level examinations.

Sir Keith, addressing the meeting, stressed that the aim would be "modest" and "seek to emulate the breadth of exams in France and West Germany."

He also said his powers would be "encouraging" change, rather than ordering the exam boards to make alterations to their requirements.

Sir Keith had yet to see a paper from his officials at the time he could not say what would be calling for the reform of A levels - an intermediate stage which pupils would take in their first year in the sixth form.

"I want the arts man to have some knowledge of anatomy and science man to be tested on a field," Sir Keith said later.

He also revealed he was issuing in the autumn a pointer aimed at securing the widespread use of profiles.

"The statement will offer principles and guidelines as to how to participate in a pilot scheme," he said.

He appealed to the heads to help their pupils to overcome the jobs were created by the initiative in the marketplace.

To talk about the link between schools and industry, first attending to economic matters, he said.

Questioned by reporters, Sir Keith declined to give any public comment to Tory authorities thinking of following a similar path back grammar schools.

Statutory requirements put him to a "reactive" role in matters, he said. "Every teacher has a duty to suggest any alternative. It's for me to make light of objectives, I'm on the saying I very much regret the taint destruction of grammar schools, but I still have obligations to the Act to consider each scheme on its merits."

Mr Roy Potter, the director of the school, reacted to the decision by saying it would not mean the end of primary French in West

It will be a great believer in foreign languages early, and accepts that without a progressive scheme in all primary and secondary schools will find it difficult to build on the experience of some children. In West

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Newcastle accused of under-financing community school

Anger over unspent grant

by Andy McSmith

A community school in Newcastle upon Tyne which is to receive a royal warrant later this year has opened amid a row over its cost.

The Moorside primary school, costing £704,000, aims to attract adults in the city's West End area - which has a high unemployment rate - to use its facilities.

Community workers claim that the council asked for too little and then did not spend all they were granted.

"They should have asked for £1m, and I think they would have got it," said Mr John Deacon, who works at the community centre. "We don't know how the figure was arrived at, but after the grant had been awarded the city architect's department told us we couldn't build the school we wanted for that money."

"They could have asked for an extra grant, but instead, the red pencil went through one part of the project after another. One of the first things to go was a learner swimming pool, which was something local residents wanted very much."

The board of governors includes the "user representatives". One is a local business owner, another represents the local community.

Most of Moorside has been part of a council area, where Victorian slums have been demolished and replaced

by 1,000 homes in the past 10 years. A local pressure group, the Stanhope Street Action Centre, raised the idea of a primary school purpose-built for use by adults, and the money came from a Government project, the Inner City Partnership.

But community workers now say that the council asked for too little and then did not spend all they were granted.

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PRIMARY



Moorside community school opened at a cost of £704,000 and providing a variety of facilities for local people... but the centre of a row over the amount of money spent.

Staffing help for primary French may be withdrawn

Virginia Makins

West Sussex is likely to stop offering staffing provision to primary schools that want to teach French.

The schools sub-committee has recommended to the education committee that the scheme should be redirected to help schools to set up a French

club or to provide a French teacher for a few hours a week. At present, junior schools teach it using a grammar book, 40 with extra but I still have obligations to the Act to consider each scheme on its merits."

Mr Roy Potter, the director of the school, reacted to the decision by saying it would not mean the end of primary French in West

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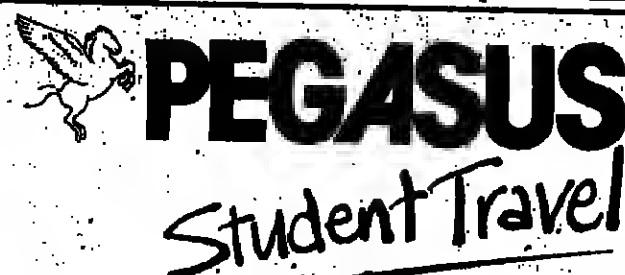
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Rae book 'pledge' denied

The Head Master's Conference has denied a newspaper report that Dr John Rae, head of Westminster School, was asked to make a "pledge" to the committee that he would stop his wife publishing a follow-up to her controversial book about public school life.

Mr Bruce McGowan, chairman of the political and public relations committee, said that Dr Rae had approached the committee and asked to talk to them about the publicity generated by *A World Apart*.

"There is no truth in the suggestion that there was a 'kangaroo court'. There was no such thing. It is ridiculous," he said. Dr Rae "had given the committee to understand that there would not be a sequel." But he did not "promise" to keep his wife out of print.

Mrs Rae's book, published earlier this year, shocked the public school establishment with its graphic tales of sexual adventure, homosexuality and bullying.

Dr Rae was unavailable for comment.

Grow up, trendy adults told

Teachers and parents who follow the fads and fashions of the adolescents in their care are doing them a disservice, the conference heard.

"I am very worried about teachers who try to blur the difference between adolescence and adulthood," Dr Mary Gay, a consultant psychiatrist at Bristol Royal Infirmary for Sick Children, said.

"The generation gap is a healthy thing," he added. "In some schools, you can't tell the difference between the kids and the teachers. It doesn't do adolescents any good to be aped and mimicked by adults."

Teenagers swiftly lost all respect and affection for adults who behaved like they were, said Dr Gay, who specializes in treating disturbed children.

Mothers who don the latest gear and accompany their daughters to the disco, or fathers who deck themselves out in "leather jackets and medallions", soon find themselves out in the cold, as their children move awfully towards adulthood, the headmaster heard.

Consistency, firmness and sensitivity - coupled with a stimulating environment at home and school - were the key to helping young people cope with the difficult years of adolescence.

"I don't mind if you're a rotten bastard, so long as you're always a rotten bastard," Dr Gay said.

"You must be firm, you must stand up and be counted and you must say what you think," he urged the head-

masters. Dr Gay, who has four children aged between 13 and 24, called on teachers and parents to accept the fact that teenagers are "rebellious and difficult."

Children thrived on challenging adults' beliefs and attitudes, and by testing out the world around them, they discovered their own boundaries - physical, sexual and emotional.

But this process bore grave risks for the family. Parents who are incapable of changing with their offspring could find their marriages falling apart under the strain.

"You go into their adolescence with them and you change as a person because of the process of confrontation. Family and marriage problems are the result of adults failing to change," Dr Gay added.

"The trouble is this happens when we are approaching our midlife, and becoming more staid, rigid, inflexible and boring. It's then that we are faced with a lively, vital, sexually active adolescent."

Dr Gay also commented on society's ambivalent attitude towards aggressive behaviour and the confusion this sowed in the minds of young people.

The same thrusting and selfish characteristics that brought some people before the courts for crimes such as rape and murder took others to the pinnacles of achievement in business and government.

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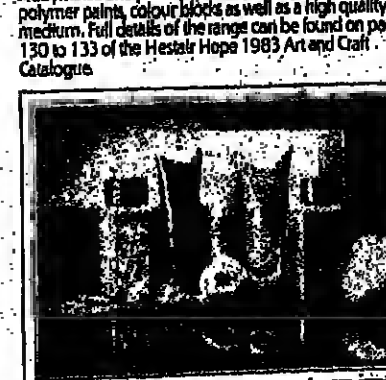
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NEWS

In brief

The top engineers

Three boys and a girl from the Rolls-Royce Technical College, Bristol, have won the Young Engineer for Britain 1983 title. Andrew Cannell, aged 18, Neil Humphreys, James McLeod, and Heather North, all aged 19, received the trophy from Sir Kenneth Corfield, chairman of The Engineering Council, at Wembley Conference Centre.

The team designed and built an obstetric chair which enables women to give birth in a natural sitting position.

Portage group

A new organization for parents and professionals working with severely handicapped young children was formed last week following the third annual conference on Portage schemes. It is based on the Portage Home Teaching Model which arrived in the UK in 1976.

Chemistry award

Nigel Burroughs, 18, is to receive a Royal Institute of Chemistry award after achieving the best GCE A level grade in the subject. Nigel of Whitley near Melksham, Wiltshire, a student at Chipperton Technical College, is going to Kings College, Cambridge, to read physics.

New name for poly

Preston Polytechnic is to be re-named Lancashire Polytechnic in a bid to improve its image in the education world. Lancashire education authority has agreed to the change of name after talks with the polytechnic council.

Couriers' course

A training course for tour managers and couriers, with an exam set by the City and Guilds, is starting in January. The course costs £165 and lasts three months. Further information can be obtained from the Tour Manager Training Programme, 85, St George's Square, London SW1.

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Inspectors find polytechnic lecturers need more industrial experience

College teaching too formal-HMI

by Jane Pickard

Lecturers in polytechnics and colleges tend to "over-teach" their degree students and are reluctant to make them responsible for their own learning, Her Majesty's Inspectorate concludes in a report this week.

The report, the result of inspections of some 100 degree courses over four years, says many of the courses successfully develop practical skills relevant to the world of industry, commerce and the professions.

But the inspectors say the modest A level achievements of most of the students, the large minority of mature students without formal qualifications and the lack of teacher training for lecturers tend to result in too much formal teaching and too little active participation by students.

They call for more industrial experience for staff as a priority, meaning even more use of the existing close working arrangements between education and industry.

"If the public sector is to continue to make its distinctive educational contribution, which has at the same time a rigour that shared with university provision, the professional qualifications and updating of its teaching staff, most of whom are well-qualified academically, are crucial", the report concludes.

Inspectors found that most teaching was in the traditional form of lectures and seminars. Lectures, while carefully prepared and completely delivered, were "rarely exciting".

The report criticises the amount of note-taking in lectures and says this was often excessive.

In the sciences, considerable importance was attached by staff to obtaining a good set of notes, and many lectures involved continuous note-taking with the students as passive recipients.

On one occasion, when a lecturer inadvertently wrote something on the blackboard which was inconsistent with what he had said, the students did not intervene with a question.

"Occasionally, it was difficult for an observer to be convinced that what was in fact taking place in the lecture room was consistent with higher education", the inspectors say.

The use of educational technology was rather limited and films, slides and video recordings were rarely seen in classrooms.

Sometimes as many as three lecturers followed each other in succession. Since at one college the lecture periods were 90 minutes long, this posed too great a challenge to the students' powers of concentration.

In three science courses, the students were timetable in excess of the hours approved in the course submission to the Council for National Academic Awards.

In one case, this excess was as much as eight hours a week.

The report said that examples were found of the "students being over-programmed, so that they had little chance to organize their own patterns of learning, to use the library, or to read and reflect."

Occasionally, over-loading seemed to cause some absenteeism. Tutorials rarely featured in the



Students at work... over-programmed, in many notes

courses inspected - which were 70 per cent science and technology, 31 per cent arts, business and applied social studies in 18 polytechnics, five higher education colleges and three art colleges.

Often, tutorials were slotted in at the end of a two-hour teaching period, when the lecture would encroach on the tutorial.

Success rates of students varied although, because many who started on a degree course transferred to HND courses, the numbers who left higher education without a qualification were small.

Taking a sample of students on a sandwich degree in electrical and electronic engineering, the report found that only 52 per cent achieved their target qualification, but the success rate rose to 75 per cent when account was taken of transfers to a relevant HND course.

But the inspectors say that some very high failure rates in the first year gave cause for concern.

In one BSc (Honours) course in engineering product design, for exam-

ple, the first two intakes were catastrophic. Of a total of 42 students, only 28 remained at the end of the year.

But certificate and diploma courses, provided a valuable safety net for students who themselves were unable to cope with degree.

And the report recommends more encouragement should be given to "access" or "gateway" courses, mature students which had been successful.

But it adds that a careful selection and control over the progress of mature students on a course is essential.

Degree Courses in The Public Schools Higher Education, an HMI Consultancy, is available free of charge to the Department of Education, Science Publications Department, 11, Hovey Lane, Canons, Stanmore, Middlesex.

Biddy Passmore witnesses a cheerfully chaotic debate at the Liberal Conference Education Forum

"I am rarely qualified to be your education spokesman", intoned Mr Clement Freud MP, "because I went to Dartington Hall."

It was an impeccable start to the Education Forum at last week's Liberal Assembly in Harrogate. The party's new education spokesman had surely established his credentials.

But wait: Mr Freud's hooded eyes grew more opaque and an even more doleful look than usual came upon his face. "However disastrous I may be," he continued, "the Liberal Party can always hold up its head and say 'we have a spokesman who has experienced the full disaster of a totally free education'."

His audience of some 150 eager souls stirred. This was not what they were expecting. Had Mr Freud, perhaps, become gloomy through attending too many meetings that day (this was his second fringe of the evening)? Had some great despair seized him, understandably, at the sight of too many Young Liberals?

No, the matter was soon explained. His sadness stemmed from an occasion when the young Clement had wanted to see the Dartington headmaster of the day. "You can't," his wife had said, "he's writing a book about problem children. 'I am a problem child' insisted wee Clement, to doubt truthfully. But the door remained closed.

Even the village school, that most sacred of Liberal cows, was not always the best answer. In his own Suffolk youth, there had been 12 pupils and one teacher and if you upset that teacher on your first day at school...

Under Mr Freud, the Liberals look like developing a Un-policy - which is, if you think about it, a perfectly proper Liberal thing to have. But there are others in the party eager to change things: Mr David Terry, for instance, chairman of the meeting and of a



Aime Sofer: alarmingly fluent

Mr Freud bares the truth of his schooldays at Dartington

Not that such experiences have made him illiberal: perchance the thought. It is just that he is profoundly sceptical, not about the value of education but about any particular way of providing it. This rather endearing trait kept asserting itself just when you would have thought the politician in him might make a rash promise.

Thus, asked what he proposed to do about inequalities in education spending between one authority and another, he replied: "In a word, nothing". And on 16-plus exams: "It must be against the best interests of the children to keep changing the system. Develop, yes, reform, no."

Even the village school, that most sacred of Liberal cows, was not always the best answer. In his own Suffolk youth, there had been 12 pupils and one teacher and if you upset that teacher on your first day at school...

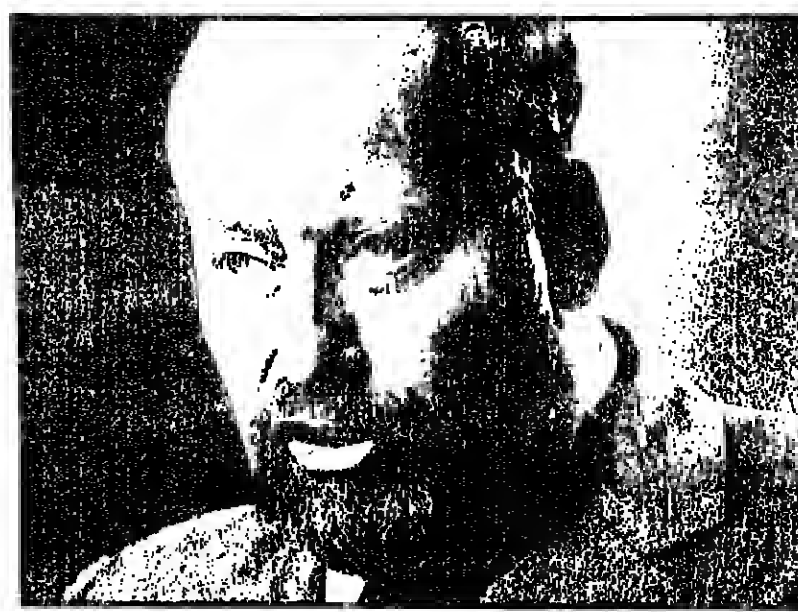
Under Mr Freud, the Liberals look like developing a Un-policy - which is, if you think about it, a perfectly proper Liberal thing to have. But there are others in the party eager to change things: Mr David Terry, for instance, chairman of the meeting and of a

mysterious body called the Liberal Education Panel, a gathering of 25 education huffs who advise the party policy.

Mr Terry is head of the new Halesowen tertiary college in Dudley and never let his audience forget it. He thought sixth forms in schools distracted attention and resources from the needs of 16-year-olds and that young people nowadays preferred a break at 16 anyway. Sixth-form colleges were "an educational cul-de-sac that erects the very barriers comprehensive heads like me have been concerned to reduce over the past few years". So everyone should go to tertiary colleges.

What was this? A national policy, to be imposed from the centre? Mr Terry was swiftly put in his place by another member of the panel, Mr Jack Ainslie, a former chairman of Wiltshire education committee. Mr Terry, who had put all that in the first draft of a policy paper, been given B minus and told to try again, he explained patiently: "There was no question of logjamming tertiary colleges and nothing else - in many rural areas it would be quite impossible."

This was open government gone mad. Thank God for the Other Party.



Clement Freud: "experienced the full disaster of a totally free education"

represented by Mrs Aime Sofer, who knew just what SDP education policy was on everything. (She should do: she wrote it.) She was also alarmingly fluent on subjects ranging from pre-school to rate-capping.

But, while the meeting may not have given a very clear view of Liberal policy, it was an interesting indication of what hinders Liberals most in education. It seems unlikely, for example, that any other party - except the SDP - would devote the first hour of a question-and-answer session to adult education (nobody was willing to promise that it would be made a statutory duty within its lifetime).

There was also a lot of concern about exams at 16-plus, which Mr Terry would like to scrap and Mr Freud would like to keep. Worry, too, about the balance between central and local government, with Mr Freud and Mr Ainslie pro councils' freedom and - yes - Mr Terry more of a centralist. Gradually, people began to drift away. But at this most liberal of meetings, there was no fixed time to end. "I just thought I'd let it carry on till you'd all gone - that's the way I teach", Mr Terry said alarmingly.

As the noise of chairs scraping and people rushing to escape began to drown all speech, a lady at the front asked about comprehensive reorganization. Would the Alliance force councils to go comprehensive even in areas where the old selective system was working well?

Mr Freud, as scared as the next MP about a meeting without end, had by this time made his escape. But Mr Ainslie obliged. "We would not introduce a system of control by central government that would force i.e.s. to get rid of selection," he said carefully. Anne Sofer could not agree: "The SDP is committed to abolish selection at 11-plus". Perhaps that's why they can't merge just yet.

Council agrees to carry out own survey on costs savings

by Mike Durham

Education chiefs in Walsall are not off to all to be asked to cooperate with a cost-efficiency survey by a firm of management consultants.

The consultants, Price Waterhouse, were invited last month to submit estimates of the cost of a review by the council, which had been warned by its own finance officers that it would have to save £5m over the next financial year. It was agreed to ask the consultants to review the education department because it is a major spending area.

Price Waterhouse have just completed a similar exercise in Dudley,

where among other measures they recommended cutting senior education officer jobs and putting school cleaning out to contract.

The firm said an initial two week "over-view" would cost £13,000 and would be followed by a detailed work programme. But it was warned not to expect cooperation from local NALGO members.

A coalition of Conservative, Labour and independent councillors has overturned the proposal. Instead the council is to carry out its own investigation into ways of saving the £5m.

Overheads under spotlight

Schools' administration and running costs are to come under the spotlight of the Audit Commission, the new government agency set up to check if councils are providing value.

An examination of schools' overhead costs will be one of four special studies to be carried out during the current financial year. It will focus on secondary schools and will look at

administrative and support staff, repairs and maintenance, fuel and light, and books and equipment.

After the study is complete, the commission will produce a guide for auditors as well as a formal report summarizing its conclusions. It hopes the report will be couched in language readily intelligible to ratepayers as well as officers and councillors.

Unions slam plan to axe heads' jobs

Teachers' unions have attacked a recommendation by councillors on Kirklees Education Authority to chop nine deputy heads' jobs in local secondary schools.

An emergency executive meeting of the Kirklees division of the National Union of Teachers on Monday voted for industrial action to fight the cuts, which are part of a £246,000 package of savings over the next six months.

They also challenged councillors to justify making the savings in this financial year, before receiving full details of Government requirements. Mr Geoff Dakers, nt executive member, said the Labour-controlled council was panicking over the recent White Paper on local government spending and had "gone off at half cock".

"They now have egg on their faces," he said, adding that the proposal would reduce the numbers of deputy heads at the largest schools, from two each, to one, producing an administrative nightmare.

The package agreed by a sub-committee of the education commit-

tee also includes a plan to cut pupil teacher ratios to the bare minimum and redeploy ancillary staff to filling rolls.

But councillor John Menzies, education committee chairman, said the early warning was a move to avoid redundancies. It would take those nine key posts by natural wastage so it made sense to start looking for savings now. They didn't expect to lose all nine in the next six months.

"The authority had already admitted that it would need to save £25 million in the next year, judged by the Government had saved £10 million. It is hell bent on cutting out its proposed cuts in an area which has complied with every instruction and made no real savings," he said.

The deputies who go will be replaced by Scale One posts, producing savings on salaries.

But the move means other senior staff will have to help out with administrative jobs such as timetabling and exam entries.

Mergers may mark new era for London HE

by Biddy Passmore

The shape of higher education in London could change dramatically over the next few years as the result of mergers between polytechnics, between university institutions, and, perhaps, between some of each.

A merger between Central London and City of London Polytechnics is the central proposal in a paper by Mr William Stubbs, the education officer of the Inner London Education Authority, which is to be discussed by members in October. If accepted, it would be the main change resulting from the authority's review of adv-

anced further education in the capital. If that proposal proves unacceptable, Mr Stubbs suggests two less drastic measures: to encourage amalgamation between the City University and City of London Polytechnic, or to rationalize courses in all the polytechnics, turning the CLP into a "metropolitan" specializing in business studies.

Another proposal in the paper is to merge Avery Hill College with Thames Polytechnic, possibly in association with London University's Goldsmiths' College.

Sex barrier is pulled down

A 150-year playing field fence which has kept apart the boys of Queen Elizabeth's Grammar School and the girls of the High School at Gillingham, Lincolnshire, has been pulled down by pupils because the schools have become co-educational. For 40 years the boys were allowed within 10 yards of it.

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The walls came crumbling down...

A long catalogue of decay and neglect in many school buildings - where only the most vital repairs are undertaken and redecoration may wait 20 years - is revealed by a TES survey of how spending cuts have hit school maintenance.

The survey of 160 schools in eight local authorities disclosed that 77 of the 100 or so who replied had suffered from spending cuts on repairs, maintenance and decoration in the past five years.

Although Leeds had recently completed a crash programme of school redecoration, 63 schools elsewhere complained of the deteriorating appearance of some or all of their buildings. Of these, a significant number mentioned more serious faults where repairs were long delayed or postponed indefinitely.

A handful of schools were in a dire state, with extensive structural faults and a long accumulation of neglect, but in each case there was a question mark over the future of the school or the building. Nevertheless, pupils were still attending them and having to put up with deplorable conditions.

Only a few schools said that uncorrected faults had directly affected their teaching or other school activities - principally because of leaking roofs or unrepaired hard playing areas. Prince Henry's Grammar School, Leeds, for example, has been forced to abandon its language centre in bad weather, and, at times, a poor heating system has led to the closure of some rooms.

Handsworth New Road School, Birmingham, until recently had "a continual need for temporary timetables to obviate problems caused by leaking roofs, skylights, flooding, plaster falling off walls, failure of heating, electrics etc". It almost did not open on time this term because it was undergoing such major repairs.

St Andrew's primary school, Enfield, Astley and Ashington high schools, Northumberland, were among schools that had cancelled netball, tennis or other sports because of damaged courts.

By far the worst effect of years of spending cuts has been in school decoration which brought numerous complaints from schools.

It would be hard to beat Ashlyns School, Berkhamstead, where the boys' lavatories had not been decorated since 1935 and other parts of the school since 1952. Elsewhere many schools had not been repainted internally for 10 years and a significant number for even longer.

Schools that had not been repainted wholly, or in part, for more than 15 years include: St Benet Biscop school, Northumberland; Hale Well Green primary school, Trafford; Bruxbourne School, Hertfordshire; Honlands junior school and St Ignatius College Upper School, Enfield.

"The school is in desperate need of painting and decoration," said the head of De Bohun junior school, Enfield. "Many of the walls are bare plaster, with paint completely flaked off."

The head of John Smeaton High School, Leeds, said: "The external decoration is dreadful. There is a great deal of softwood boarding which now has little paint left. The wood is rotting and soon will begin to disintegrate."

The most frequent comment from heads was

Philip Venning (here and opposite) describes the results of a TES survey into the condition of school buildings, many of which have not been properly repaired or decorated for years



The survey revealed

- Boys' lavatories not decorated since 1935
- A school kitchen with mouldy walls
- Lessons abandoned because of leaking roofs
- Worn stair trends and potentially dangerous electrical fittings
- Sports cancelled because of damaged courts
- Bare plaster, rotting window frames, and peeling paint
- Overgrown and litter-strewn school grounds
- A school where emergency repairs nearly delayed its reopening.

about the depressing effect of a dingy appearance of the buildings on both children and staff, in spite of increasingly unsuccessful efforts to hide faults with colourful displays.

Typical was the reply from the deputy head of Southway School, Plymouth: "Although it is difficult to quantify, one suspects that poorly decorated classrooms and inadequately maintained grounds blunt the enthusiasm of hard

pressed professionals in the classroom and undermine children's respect for their working environment."

Some heads suggested that such buildings encouraged vandalism and graffiti.

Though few schools complained about their external paintwork, several mentioned the deterioration in their grounds - once tidy lawns and hedges had become overgrown and full of litter.

Delays often bound up with red tape

Half the schools that replied said they were experiencing greater delays in getting repairs and maintenance work done. Sometimes this was clearly because low priority items were having to wait longer or indefinitely. In other cases it was because of increased bureaucracy or cuts in local authority staff.

Almost all heads said that faults that were dangerous were attended to at once, the odd exception being largely a matter of interpretation. For example, Guiseley School, Leeds, reported a long delay "in repairing a dangerous footpath".

More typical was the reply from Pegasus county first school, Morpeth: "Heating, roofing, and lighting problems are quickly sorted out. Non-immediate problems - for example, concreting of frost-damaged concrete - remain undone."

Some schools had broken windows repaired quickly, others such as Prince Henry's Grammar School, Leeds, and Urmoston Grammar School for Boys, Trafford, complained of hold-ups of several weeks. Damage caused by burglary and fire in a few schools seemed to take a while to put right, though this may presumably be complicated by legal considerations.

One school said it was "difficult to distinguish the effect of cuts from the general inefficiency of the repairs department". Others complained of poor workmanship. Many more referred with obvious frustration to the increasing amount of time and effort they have to put in, attempting to get repairs done.

"I know the meaning of going round in circles," said the head of a Gwynedd school. Hollybush JMI School, Hertford, mentions the ne-

cessity of extra letters and phone calls. The head of St Michael-at-Bowes junior school, Palmers Green, says that "the job of headteacher has diversified considerably, and unnecessary time is spent on running up incomplete or unsatisfactory work, which adds to the workload."

Pinning down the right officials can also add to a head's difficulties. The head of a Devon secondary school, for example, commented that though it was always difficult weaving a way through the bureaucracy cuts had made things worse.

The head of Wetherby JI School, Leeds, said that previously the area office had a works department official who visited the school regularly to see what work was needed. The post had now disappeared and schools were prohibited from contacting the public works department directly, except in

A bad case was Park primary school, Holyhead, which has no boundary walls and is used as a shortcut by the public.

Gwynedd has also, apparently, decided to have the outside of school windows cleaned which, says one head, means they have to move lighting during the winter.

It is clear that over recent years a disproportionate amount of what money has been available for the fabric of schools has had to go on two items - repairing leaking flat roofs - postwar system-built structures, and replacing inadequate or costly heating systems.

Design faults were blamed by several heads for their problems. "The flat roof construction has meant leaking ceilings, consequently the roofs have all had to be replaced," said the head of Ambrose Fleming School, Enfield. "The panel outer skin with brick/plaster inner the results in high heat losses."

Later additions meant that one building was grossly overheated, the others were always " Classroom doors and door furniture are of ordinary household type and quite inadequate for normal school usage."

The head of Urmoston Grammar School for Boys, Trafford, mentions difficult-to-clean surfaces and an internal design that made wear tear visible to even the most casual eye. "The colour scheme of white woodwork and the internal walls may well have given a fresh, pleasing appearance 10 years ago. I am sure that it now seems to reveal the scars of intense use very much indeed."

However, the energy conservation programme has produced an unexpected benefit. Ysgol Tryfan, Bangor: ceilings in the original building (parts of which had probably not been painted for 20 years) had been lowered, and surfaces had been reduced.

But in spite of the widespread criticisms, an important minority of schools said they had, if any complaints, that other spending cuts were more damaging or that a once-bad situation had recently been rectified.

Leeds schools, for example, were extensively repainted and repaired last year out of "the time money" - the one-off attempt by the Environment Secretary to encourage local authorities to avoid underspending their capital allocations. But one head pointed out that they were already signs that this year's repairs were falling behind.

In other parts of the country, schools such as Puseley Grange primary school, Leeds, said they had recently been redecorated for the first time for many years. But several said that painting had been done while more basic repairs had been ignored.

Church schools often had the most marked contrast between their external and internal decorations - the responsibility of the government and the local authority respectively.

All the voluntary schools in the survey - with the exception of a Catholic secondary with a doubtful future - reported that their governors had met their legal obligations to keep the outside of the building in a good state of repair. But most mentioned years of neglected work.

A few of the heads mention lending a hand themselves. For example, the head of St Nicholas JMI School, Lechworth, had painted school offices, and the head of Handsworth New Road School, Birmingham, had decorated his study on his appointment because he was too ashamed to show staff and parents his deplorable state.

Non-teaching staff have also had increased demands of their skills and time. The cook at Updown Primary School, Tiverton, Devon, says that the school's tiny kitchen every summer, for example, because it suffers from mouldy walls. The workload of the caretakers and cleaners has come under extra strain.

Many heads praise additional minor repairs and odd jobs undertaken by caretakers, while others complain of local cuts in cleaners' hours.

Typical comments were: "We have first class caretaking and cleaning staff these 12 times of crisis to prevent situations getting worse" (Mongomery JI School, Birmingham); "Fortunately, we have a gem of a caretaker" (Wetherby JI School, Leeds).

DIY teams relied on for decor and repairs

Over the past four years the use of parents, pupils, teachers and others to help alleviate cuts in essential educational services - first revealed in The TES - has grown to a point where it is now a matter of course in many areas.

Fifty fire schools, most of them secondary, said they had employed parents, children or others to help paint classrooms, carry out minor repairs, or pay for them to be done professionally. In Northumberland unemployed people on a Monpower Services Commission scheme had helped paint schools.

Much of the work is small scale - a single area of the school may be repainted - and the standard of workmanship is not always of the highest quality. One head clearly regretted having allowed the parents in.

By contrast a few schools had made more extensive use of voluntary help. At a Devon school for example, pupils have decorated a large number of classrooms and corridors; at Monk's Walk School, Welwyn Garden City, staff have done the same; and Mount St Mary's High School, Leeds.

The Department of Education and Science, worried about the backlog of maintenance to school buildings, undertook its own survey of 16 local authorities which is to be published shortly.

Inevitably, repairs and maintenance have tended to have low priority in education budgets, though figures from the Chartered Institute of Public Finance and Accountancy show that local authorities are planning to spend £344m this year in primary and secondary schools, compared with estimates of £319m and £269m in the past two years.

But the figures are misleading because many schools are not allowed to undertake repairs and maintenance out of capital programmes for minor building works.

Quite a lot of structural repairs have been unavoidable, however. Many postwar buildings suffer from leaking flat roofs and other design faults which require increasing attention as they grow older.

has spent about £5,000 of school fund money over the past five years on both decoration and repairs.

In some cases schools have made a virtue of necessity and justified the work done by their pupils on grounds of vocational training, increased responsibility for the environment, self-help, and so on. Several schools, for example, use pupils to remove graffiti, though this may be more to do with discipline than cuts.

A few of the heads mention lending a hand themselves. For example, the head of St Nicholas JMI School, Lechworth, had painted school offices, and the head of Handsworth New Road School, Birmingham, had decorated his study on his appointment because he was too ashamed to show staff and parents his deplorable state.

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Pupils adversely affected by the neglect and dirt, inspectors find

How bad the conditions have become in some schools has been highlighted by the publication of HMI reports which give an unrivalled picture of the extent to which neglect and poor design is affecting the lives of children.

Worst of all, among the reports so far published, is Liverpool Institute High School for boys - a Victorian building undergoing repairs but still in a dire state.

The HMI report commented: "There are leaks from roofs and from outside walls and, in some cases where repairs have been made, these have not proved to be fully effective. Some walls have been replastered but remain damp, while in other areas repaired walls are unpainted."

Although some teaching and other rooms have been redecorated fairly recently, many rooms and most corridors are in a poor or very poor decorative condition. Floors are sound, but most need resurfacing.

"The general cleanliness of the building is unsatisfactory. Windows are dirty; the amount of litter is considerable; there was evidence of spitting in corridors; corridor floors and stairs are spattered with chewing gum; and there are many graffiti on desks and some on walls. The neglect in its upkeep is reflected by the lack of respect shown by some pupils."

Lighting in the school was poor and especially bad in the basement where the dining room, kitchens, and workshops were.

The report added: "The toilets in the playground are partly unroofed and the roofed walls are densely covered with sprayed enamel graffiti. Noise from toilet paper, towels or soap, indoor toilets are provided and these were found to be in good structural and decorative state. However, they are not locked."

"Many parts of the school were insufficiently heated. The decoration, furnishing and filing facilities in the general office are poor and are well below that commonly found in schools. A number of features in the building could have adverse effects on the health and safety of those using it."

"The present state of the accommodation clearly shows evidence of an extended neglect of an interesting building. Pupils and staff deserve a better environment in which to study and to work; action is urgently required to relieve an intolerable situation."

Other schools with evidence of poor maintenance include: St Kevin's RC Boys School, Knowlsey. Despite a rebuilding programme, the baroque-like aspects of the school persisted. Regular burglaries had led to broken windows and roof lights, and damaged door frames. Vandalism had resulted in broken pathway walls, the loss of many coping stones, missing tiles, broken asphalt, cracked drains and stolen drain covers.

"The appearance of the site is not enhanced by the considerable amount of litter which is allowed to lie in all areas from day to day. Graffiti on the walls of the motor vehicle workshop, damage to one of the murals, areas covered with weed or mud, present a depressing picture."

Although repainting was in progress, damage had occurred in a number of areas. There were broken washbasins and damage to the external wall of the art block. An external wall in the classroom block was also damaged so that the insulation material hung out. All toilets needed attention.

The interior look of the school was not improved by graffiti on tables, broken fittings and general disorder and dirt in some areas. Materials and

beer containers used by the parent teacher association were unsightly and should be stored elsewhere. There had been little attempt in many areas to use displays to make up for the buildings' poor appearance.

Chapel-en-le-Frith School, Derbyshire. From a distance the buildings looked attractive, but closer inspection revealed deficiencies in maintenance: paintwork was worn, outside windows needed attention, doors were ill fitting, some downpipes were missing and some outside wall surfaces were decayed. Some areas around the main building were both ugly and untidy. The buildings and school environment displayed a contrasting image of worn and ugly areas mixed with some oases showing care and improvement.

Copley High School, Tameside. Steps leading down to the school entrance were still awaiting repair after many months - outside areas presented problems of litter and vandalism. The playground was littered with glass. Carpet tiles had lifted in several corridors and were a constant problem. This resulted from repeated flooding in the school caused by the upward pressure of foul water during periods of heavy rain. Leaking roofs also added to the problem but despite these the general appearance of the interior was clean, tidy and orderly.

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Firemen were called in last week when a basement flooded at Handsworth New Road School, Birmingham, which because of such persistent problems nearly failed to begin term on time.

due to heavy use rather than ill-treatment, constituted an unfavourable educational environment. Burston County Primary School, Norfolk. The infant class was taught in the school canteen. The stark lighting,

Frogmore Infant School, Hampshire. The maintenance of the fabric of the building was generally satisfactory, but there are several ceiling sections with dark damp staining and some missing tiles. The holes near some light fittings in the corridors give cause for concern. Some of the external window frames display bare wood through peeling paintwork.

Longlade College, Leicestershire. Some parts of the main building and of the new humanities block showed signs of ill treatment with, for example, damaged furniture and lockers, worn curtains and broken ceiling tiles. Some toilets were kept locked. This was serious and required urgent attention.

North Petherton County Junior School, Somerset. Some redecoration had been carried out by parents. The fabric of the building appeared to be in reasonable condition. There were, however, chipped sinks in the boys' cloakroom and the main entrance porch was in a poor state of repair. It seemed to be difficult to maintain a sufficiently high standard of caretaking.

Merton Bank Junior School, St Helens. The general state of repair and decoration was only fair. At a time of heavy rain several leaks were evident, including one in the vicinity of an electrical fitting in a classroom.

Denaby Main Infant School, Doncaster. The main building and nursery unit are spacious and well-maintained. But a substantial concrete perimeter fence is in a severe state of disrepair and could constitute a danger.

unlined echoing walls and lino/plastic floor, together with the restrictions imposed by its dual use, combine to produce a teaching environment which falls short of modern expectations. The dark entrance hall and the badly decorated cloakroom lit by a single naked electric light bulb give very poor first impressions to visitors.

Madley Court School, Telford. The high fencing which bounded the tennis courts was badly damaged and required removal or repair. A number of external walls had been decayed with paint-sprayed graffiti. A paving slab had been thrown down a steep grassed slope, around the site there were several broken paving slabs. Some exterior light fittings were missing. The maturing shrubberies had become unkempt and were strewn with litter.

Summerway County Middle School, Devon. The decorative condition of the interior was unacceptably poor. Tiles surrounding some of the washbasins were loose and cracked, one lavatory pan had no seat and the chains for flushing some of the boys' lavatories were incomplete. The doors had been removed from some toilets and stacked loosely against a wall.

South Sneydy School, Humberside. Many rooms and areas were in a poor state of repair, decorative order and cleanliness. There were worn floor tiles, dirty and pitted wall surfaces, damaged folding doors, broken chairs, missing lightshades and dirty floors. Such conditions, which were

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Work undermined by vandalism, theft and lack of resources

by Philip Venning

Vandalized buildings, theft and corporal punishment are features of everyday life at St Kevin's RC Boys' School, Knowlsey.

An HMI report on the school reveals that the roll has fallen from about 2,000 to 1,085 since 1974. During that time school buildings - ugly and barrack-like - had been made much worse by vandalism and burglary. However, it adds that many pupils are prepared to work well, despite the conditions.

Vandalism and burglary had resulted in broken windows, damaged door frames, missing tiles, cracked drains and bins, and lavatories without light bulbs, seats, paper, towels or soap.

The appearance was not improved by litter, graffiti on tables and in the motor vehicle workshops, and broken internal fittings. The inspectors also noted general disorder and dirt in some areas and said that although a few departments had tried to improve their classrooms with bright displays, many had not.

There was a lack of resources for the less able, and practical activities were restricted partly because of the cost of consumable materials and partly because of theft. "The work in several departments is undermined by constant theft and vandalism, particularly over the weekends. Storing audio visual equipment safely was a con-

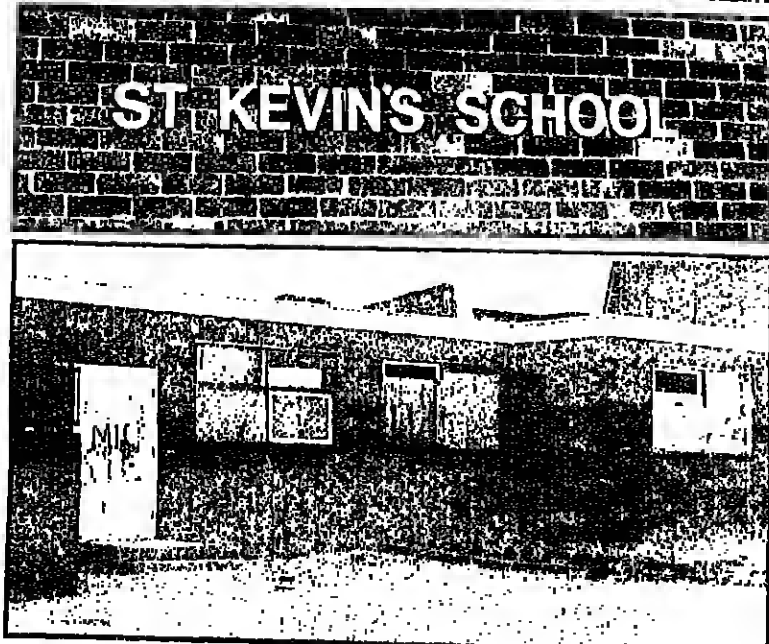
HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Hooeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.C.A.S.

tinuing problem. Corporal punishment, administered with a leather strap, formed a significant part of the school's system of discipline, and could be carried out by heads of department and other, more senior, staff. The punishment books were not available for inspection, but the available evidence suggested that corporal punishment was widely used.

In spite of a positive drive by staff, pupils' punctuality and attendance record was not as good as it might have been. On the plus side the school had good relations with parents, and staff were very willing to discuss with parents their sons' progress.

The inspectors found good work in



St Kevin's... broken windows and doors

several subjects, including history, economics, physical education, maths and English. There was also an atmosphere of caring.

At university entrance and at A level the school had some notable successes, but the exam entry policy should be reviewed and sixth-form courses for non-GCE pupils should be further developed. The curriculum needed a review too, particularly with lower ability pupils in mind. This should be accompanied by staff development, increased cooperation between subject departments, and an improvement to the library.

Another HMI report points out that Portchester School, Bournemouth, was trying to overcome longstanding difficulties of a split site.

In most cases there was a strong sense of the teachers' authority with tight classroom control and clear lines of demarcation between staff and pupils. In a few instances it was noted that an unduly overbearing teaching style had a detrimental effect on relationships.

There had been a very considerable use of corporal punishment in the past

but the inspectors comment: "Fortunately this is now declining." With a recently appointed head, the school was now offering a broader curriculum, and better teaching methods.

Bramston School, Witham, Essex, had experienced a 50 per cent staff turnover, a new sixth-form centre, changed pastoral system, and revised curriculum in recent years. Staff were well aware of the need to raise standards of work, and good quality work was already present in some departments.

Good reports were also published this week on Ryedale School, North Yorkshire; Ramsey Abbey School, Cambridgeshire; and Rowana High School for Girls, Sittingbourne.

In a survey of environmental education in 13 Derbyshire primary schools HMI found much satisfactory work and some that was very good. Most schools used the subject to enrich and enhance the curriculum. Though descriptive accounts of the environment were common, there was little evidence of a more analytical approach to how the environment works.

Science seen by pupils as pseudo-god

by Nick Wood

The theory that religious belief among young people is being eroded by a Victorian approach to school science teaching is to be examined in a two-year research project.

This novel diagnosis springs from an earlier survey carried out by Martin Rogers, chief master of St Edward's School, Birmingham, who found that boys in their first year of public school thought that science and religion were mutually incompatible. Most came down on the side of science and adopted a totally mechanistic attitude to life and the universe around them.

Mr Rogers said this attitude summed up by one pupil who said: "I think the universe was created by science and not by God."

"This suggests that science is pseudo-god and not an objective source of nature," Mr Rogers said.

He suspects that such minimalist views are the product of science teachers, perhaps unwittingly, perpetuating the nineteenth century view that "science has all the answers". They overlooked the contemporary view that science is "approximate" and prepared to acknowledge "mystery and wonder" of nature.

It is also concerned about the "simplistic" nature of much religious education which, he says, results in bright fifth-formers believing in Genesis as intended to be read as purely factual and historical accounts of the creation of the world.

One unfortunate consequence of the clash between science and religion in the mind of the modern teenager is "gullibility", Mr Rogers adds. While rejecting the mass of verifiable historical evidence for Jesus's existence on earth, many youngsters have subscribed to the far-fetched view that he was unalien from outer space.

The project will be carried out by Mr Derek Sankey, a former teacher who will be based in Birmingham to visit both state and independent schools in the area. It is funded by Farmington Trust.

The aim is to produce teaching materials which will emphasize the complementary nature of scientific and religious experience.



Administrative appointments: Mr Peter Matthews, from Rochdale, is the new chairman of the School Library Association succeeding Mrs Elizabeth King, of Leeds. The new vice-chairman is Mr Eric Berry, from Arbroath.

Dr Robin Moss has joined the Independent Broadcasting Authority as head of Education Programme Services, after being director of the Audio-Visual Service at the University of Leeds since 1977.

The IBA has also appointed Mrs Angela Mason to a new post designed to encourage greater educational use of television and radio programmes. As television and radio programmes for senior education officer for program support and development, reporting to Dr Moss, she will head a new team of educational specialists.

Ms Joan Salts, of Richmond, has been selected chairman of the Campaign for the Advancement of State Education. She succeeds Mr Tony Mitchell, of Bedford, who has completed four years in office.

College appointments: Mr Tom Webber has been appointed staff training co-ordinator for the Training Scheme accredited centre at Kent, based at Mid-Kent College of Higher and Further Education.

Unlikely alliance threatens return of the grammars

Biddy Passmore on how middle class parents have helped put a brake on Solihull's plans to bring back selection

You can't please all of the middle class parents all of the time. That is one home truth Solihull's Conservative leaders must be pondering ruefully this week, after a decision on their plan to reintroduce selection in the borough was deferred after a four-hour meeting of the education committee last Thursday.

The committee did vote in favour of selection "in principle". But it did not approve a report from Mr Colin Humphrey, the director of education, suggesting that one or two 11-16 schools in the southern part of the borough should change their admission criteria from catchment area to IQ, thus creating off 10-15 per cent of secondary pupils.

Not only were some councillors worried about the whole idea of reintroducing selection. (As Tory councillor George Hill put it, why didn't the authority concentrate, instead, on improving the less successful schools?) Some thought Mr Humphrey's scheme would involve too few pupils and leave many bright children inadequately catered for. Others thought he had picked the wrong schools.

Tory councillors had been shaken by the opposition to their plans - from five teacher unions, the NUT, NAS, UWT, NAHT, SHA and AMMA - and from "middle class parents, the kind you would expect to be in favour of grammar schools", in the words of one observer.

Particularly shaking was the reaction in well-to-do Knowle, where both the head and the parents of Arden, the borough's most academically successful school - and a sure-fire candidate for a change of status - were united in fierce condemnation.

Moreover, councillors felt they were being rushed into a decision, with little time to consider the scheme and only a month for public consultation.

So they voted to call for a second, more detailed report which they will consider at the beginning of November. As Mr Bob Meacham, leader of the council and proposer of the compromise motion, is said to have remarked: "It's woolly socks time".

Last Thursday's vote leaves two main problems. First, what should Mr Humphrey put in his second report? No clear view of an acceptable alternative to his first scheme emerged from the meeting.

Secondly, it means Solihull is back to square one on the problem of catchment areas. A selective scheme could not now be introduced before 1985 so the council will have to use catchment areas for admissions next year. And it was the fuss over changes in those areas which gave rise to the selective scheme in the first place.

Catchment areas were redrawn because falling rolls meant four schools would have to close; three next year and one in 1985. The authority decided to use the opportunity to "regularize" the catchment area for the

highly popular ex-grammar school, Timor Grange.

As a result, parents in one of Solihull's smartest residential areas suddenly found they would have to send their children to a problem school where less than 15 per cent of the children get five or more O levels (at Tudor Grange, the figure is 56 per cent). They were not pleased.

The row over catchment areas happened to coincide with an exercise on school standards being conducted by a small and little-known council sub-group called the policy review committee. This committee of three is chaired by Mr Meacham and includes Mr Michael Ellis, chairman of the education committee.

It had discovered large and disturbing gaps in the achievement of schools in the borough, with the most successful (Arden) getting 63 per cent of its pupils through five or more O levels and the least successful only five (the national average is some 22 per cent).

To a large extent, the gaps reflected the difference between the prosperous, southern part of the borough, where 11-16 schools feed into a flourishing sixth-form college, and the northern area of Birmingham overspill, where the system inherited from Warwickshire has mixed 11-16 and 11-18 comprehensives. But there were also worrying discrepancies within areas. The school achieving only 15 per cent, for instance, was in the south.

What could be nearer, the review committee thought, than to solve catchment areas and raise standards by reintroducing selection. With a little help from Mr Meacham's friend, Mr Stuart Sexton, the Education Secretary's adviser, the selective scheme was born.

The mistake was to include Arden in their first plan. Local parents did not want to lose the privilege of sending their children to the school, a privilege many felt they had bought with the high price of their house. Inconspicuously, a parents' pressure group called Solihull Parents for Educational Equality was set up to resist any change of admissions policy.

It is generally acknowledged that the Arden parents have won their case. Mr Ellis, who is up for reelection in a local ward next year, now recognizes that the school will have to be left out of any scheme.

So what should Mr Humphrey now propose? A full-blown selective scheme, with three or four schools catering for the top 20 to 25 per cent? It is not certain if that would get through the council and Mr Ellis has expressed anxiety about attracting good staff to the non-selective schools if such a high proportion of able pupils were creamed off.

Or, perhaps, a scheme involving only Tudor Grange, the school on which the original fuss centred and whose headmaster is the only one not to oppose the selective plan? That would cater for some 240 pupils a year with an IQ of at least 120 to 125, or 9.6 per cent of the age group.

Either way, selection would do little to help pupils in the deprived northern part of the borough. Mr Humphrey's first report remarked bleakly that there were only 43 children in the north of the borough with an IQ of more than 125.

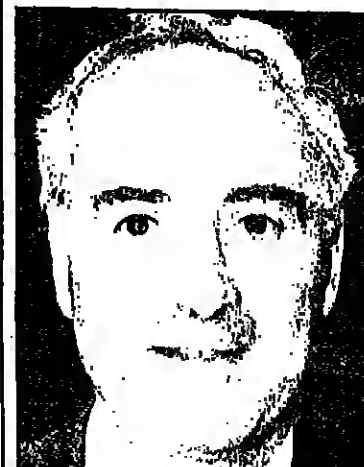
Euro parents join forces

The European Parents' Association was formed in Brussels last weekend linking all the main national organizations for parents of school children.

The association is a direct result of a conference on the school and family

sponsored by the EEC last March. Its first chairman will be a Dutchman, Mr Rob Van Veen, with Britain having one member on the executive committee. Mr George Jackson, former chairman of the Scottish Parent Teacher Council.

Bob Doe reports from the National Council for Educational Standards conference



Henry Greenway... 'best way to harmony'

MP supports bid by Muslims

Muslim groups should be allowed to set up their own schools on the same basis as church schools according to Mr Henry Greenway, vice-chairman of the Conservative backbench education committee in the Commons.

When asked on his views about attempts to set up voluntary aided Muslim schools Mr Greenway told the conference: "Diversity of schools is the best way to achieve harmony".

In response to a question Mr Greenway, himself a former headteacher, said heads should be required to teach at least a 25 per cent timetable. "It keeps them in touch."

He thought deputies should teach a 40 per cent timetable, and promised to put down a parliamentary question on the subject.

Practical plea for selective schools

Local authorities should consider reintroducing grammar schools but not on purely ideological grounds or where less able pupils would suffer as a result, Mr Robert Dunn, the education junior minister, told the conference.

He said: "We have for too long ignored the very different needs of both the higher and lower academic ability children." It was everybody's interests that the top 15 or 20 per cent should be given the best possible education.

Leaving forced by falling rolls to rethink their secondary education might find it more economic to provide for the ablest in separate schools rather than by closing and amalgamating comprehensives to create viable O level classes in subjects such as maths and physics.

Mr Dunn welcomed such reviews but added: "I do want to emphasize that any review of secondary provision must seek to improve the provision for all children, not just for the most academic."

He commended the way Solihull was considering reorganization of secondary education and the reintroduction of selection. "They have rightly set themselves the task of improving the education for all children, not just some of them."

The schools minister, who replaced Dr Rhodes Boyson, emphasized: "My criterion remains practicality and not ideology."

The NCES, meeting in London at the weekend, was told not to press for the restoration of grammar schools by Mr Geoffrey Partington, a former education officer in Waltham Forest and now a senior lecturer in education at Flinders University, Australia.

"Hankering for their return is unlikely to be the best way to defend and improve educational standards", he said. The factors that had led to their abandonment - the injustice of the 11-plus and the expansion of academic work for non-grammar school pupils - had not changed.

Comprehensives were a disappointment but need not have been. "The original case for comprehensive education was not to end or dilute academic education but to extend it."

He criticized the mixed-ability and child-centred approaches to teaching and excessive emphasis given to pastoral care rather than academic work.

"A solid general education must in the long run be the best bet for employment as well as for the development of minds. In the face of widespread unemployment many teachers reveal their lack of conviction in any intrinsic educational good by feverishly snatching at work experience programmes of often only minimal value."

"In the face of middle and inefficiency we should hesitate before we propose any further educational reorganization", he said. "Most teachers in this country have already had enough structural change for this century."

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TES staff report on the superpowers' new concern about academic standards

Maths: doing well Language: must try harder

Schools are being scrutinized as never before in the wake of a stream of reports and inquiries, but it remains very difficult to unearth hard facts about academic performance. One of the most important indicators—scores on the Scholastic Aptitude Test (SAT)—taken every year by a million students bound for college—has this year turned out to be unusually hard to interpret.

The College Board, which administers the tests, reported that there was some good news: the average score in mathematics rose to 468, compared with 467 in 1982. The small rise is consistent with another small increase last year, the first in SAT scores for 19 years. But there was bad news, too. Scores on the verbal test dropped by another point, from 426 to 425.

Mr George Hanford, board president, claimed that the rise in the maths score combined with last year's increase seemed "to imply that positive things are happening in the nation's schools".

But he warned that the changes were small and despite them the maths average is only two points above its

UNITED STATES

lowest point in the past 19 years—which was 466 points in 1980. The continuing slide in verbal scores meant the average was only a single point higher than its 19-year low of 424 in 1969.

Mr Robert Cameron, the College Board's research director, said the increase in maths scores could indicate improvement in teaching, whereas the decline in verbal scores could be traced to factors outside the classroom.

Mathematics was developed mainly in the schools and not much influenced outside the classroom. He added: "It is much harder to track the influence on a student's verbal development—that is, such things as the role of television, outside reading, serious conversation, cultural activities, or the use of telecommunications".

An improved performance by girls has helped about the increase in maths scores. The average score for



An increasing number of girls are opting for careers in medicine and health.

girls rose two points from 1982, while the average for boys stayed the same. According to Mr Hanford, girls were taking more maths classes as a result of increased interest in careers such as computer science and business.

Many of the changes in higher education plans reported by pupils when they register for the SAT reflected changes in girls' intentions. For example, girls now account for 57 per cent of students who want to read business or commerce in college—this compares with 36 per cent in 1973.

Meanwhile, girls are showing waning interest in teaching, a decade ago 15 per cent of girls wanted to teach compared with 6.7 per cent today.

The figures also show rising interest among school-leavers in health and medical courses, again largely because of an increase in the number of girls opting for such careers. At the

same time the number of girls interested in engineering has quadrupled since 1975 and the number interested in computer science has increased seven-fold.

But, perhaps, the single most promising trend to emerge is that pupils are placing more emphasis on mainstream academic subjects, in keeping with the findings of many of the education reports published this year.

Over the past three years it is noticeable that pupils are saying that they intend to spend more time studying academic subjects at school—from 15.8 years in 1977 to 16.3 in 1983. The subjects getting more attention were mainly maths and physics.

If this continues schools will be well on the way to returning to a "core curriculum" and divesting themselves of many of the "soft" courses such as

Peter David

Pacifists force Right onto the defensive

WEST GERMANY

Caroline Cues on the peace studies debate in Baden-Württemberg

Conscientious objectors and organizations representing them are no longer to be invited into the classroom to speak on peace studies in the West German state of Baden-Württemberg.

The news was broken in a circular to schools, on the theme "the securing of peace, and the army in the curriculum", from Herr Gerhard Mayer-Vorfelder, the state's Christian Democrat education minister.

The circular said, however, that army officers and the representatives of organizations such as the Red Cross which offer alternatives to military service, may go as speakers into classrooms.

The announcement has come under heavy criticism from the Free Democrats, the Social Democrats, the Greens and the unions.

Nevertheless, Herr Mayer-Vorfelder insists that the question of whether or not conscientious objectors should be admitted to lessons is of secondary importance compared with the need to teach the role of the army as specified in the constitution—wherever the subject of peace is discussed in the classroom.

This requirement was originally laid down in a common declaration by the seven CDU leaders in June. Alternative methods of securing peace may be taught, but the army must always be given equal weight.



Peace groups have been accused of giving young people false impressions.

The decision was prompted at least partly by objections to the alleged activities of conscientious objectors and their organizations in schools.

Herr Karl Anton Christoph, chairman of the Baden-Württemberg Christian Teachers' Association (DL) and the grammar school teachers' association (DPHV), said that for political reasons the objectors encourage pupils to avoid military service and taught them ways of doing this.

Herr Mayer-Vorfelder said his admission of conscientious objectors gave pupils a false impression that they were free to choose between military service and an alternative service.

In support of his decision, Herr Mayer-Vorfelder cited comments by Herr Willy Brandt and Herr Helmut Schmidt, the former SPD Chancellor who in the early 1970s expressed anxiety that pupils were inadequately informed about the role of the army.

The DPHV and the DL in Baden-Württemberg have welcomed the decision, saying that Herr Mayer-Vorfelder is merely fulfilling the requirements of the constitution. They have also called on all teachers to learn the subject well enough to teach it objectively, so that no outsider need be invited to speak.

However, the country's largest teachers' union, the GfLW, rejects the decision, saying that teachers should simply deliver facts about peace studies, and not educate children either for the army or for conscientious objection.

Anne Corbett

Stuart MacLure, nearing the end of his lecture tour of southern Australia, talks to Ms Susan Ryan, the Federal Education Minister, about her radical plans for school reform.

The new feminist broom determined to sweep clean

Having started in South Australia, and moved on from the vineyards of the Barossa Valley and the excitement of Sydney, its harbour and bridge, its opera house, high-rise buildings and metropolitan bustle, I have now reached Canberra, the Commonwealth capital.

It is a city of rather more than 200,000 people, spread out in the Australian manner over many square miles, built to the imaginative plan of the American architect, Walter Burley Griffin, who won an international competition in 1912.

The Federal Minister of Education is Senator Susan Ryan, a one-time high school teacher and former wife of an Australian diplomat. Ms Ryan is also a powerful voice for the women's movement.

At Mr Bob Hawke's Cabinet, an Anti-Discrimination Bill is now under consideration and most of the newspaper references to Ms Ryan of late have concerned this, not education.

But, sitting in her modest office in the Parliament House, she spoke with some force about the task she has set herself as Education Minister.

Education policy has had its ups and downs in Australia over the past decade. Gough Whitlam, the last Labour Prime Minister, massively expanded the Federal role in education, carrying out election promises to take over the funding of universities and colleges of advanced education (which now charge no fees) and stepping up Commonwealth funds for education at other levels which is provided by the states.

Unhappily, the economic difficulties induced by the oil crises of 1973-74 and (some would say) the over-ambitious policies of Mr Whitlam, brought over retrenchment and some of the enthusiasm for education faded. Long before the measures introduced by the Whitlam Government had time to bear fruit, people were complaining that the results didn't match up to the bubble.

When Labour lost office the education climate became decidedly cooler (except for aid for non-government schools) and Australia experienced its share of the international recession which spread across the Western world.

Now the mood has changed again. The sap seems to be rising. Talking to people like Professor Peter Karmel, the Vice-Chancellor of the Australian National University, and a prominent figure in education policy-making over the past 15 years, and Professor Peter Tannock, the Chairman of the powerful Schools Commission, you could sense a certain excitement: some of the idealism of the 1960s had come back into fashion.

Admittedly, the economic crisis is real enough, with unemployment at record levels and 170,000 teenagers (more than 25 per cent of those in the 16-19 age groups) unemployed, and a similar number in the 20-25 age group. But the Hawke Government does not seem particularly bothered about the size of the Budget deficit, and there is to be a modest increase in education spending.

Moreover, in a significant switch, youth affairs (which under Fraser had been the responsibility of the Department of Employment) has been given to Ms Ryan and education, and so in education not employment which calls the shots in programmes to counter teenage unemployment.

The chosen strategy is to mop up youth unemployment by persuading a large proportion of 16 to 18-year-olds to remain at school. As Ms Ryan points out, the failure of the school system to retain more than a small fraction of the pupils to the end of the 12-year span (sixth form covers years



Parliament House, Canberra

11 and 12) is not at all new. "For years," she says, "the majority of children have left school semi-literate, fed up with school, with no easy progression into training or further education."

Full employment had masked this, though the inequality implicit in the failure of disadvantaged groups was real enough. Merit-based selection projected a small proportion of working-class pupils into higher education, and gave an illusion of mobility, but the system remained, in her view, essentially unfair and defective.

Now, says Ms Ryan, unemployment has focused attention on the shortcomings of the schools. "Unless we drastically change their capacity to compete in a world of changing industry and commerce, many of our young people will simply not get jobs, and face a future of unemployment."

So what is to be done? "There has to be a reform of the curriculum, a refashioning of the internal organization of the schools and a reform of the relationships between school and the community."

The words come out with the smoothness of frequent repetition. Till now, according to her, the curriculum

has been divided into two. Traditional academic courses are narrow and inadequate, dominated by university requirements, which leave most of the academic pupils bored stiff, but hold them because of the importance of matriculation results in university entrance. For the non-academic pupils there is a second track, marked by what Ms Ryan calls, "a ramshackle development of Mickey Mouse courses".

The task of revising both the academic and non-academic courses now falls to the Schools Commission and the Curriculum Development Council, the Australian equivalent of the Schools Council, once run by Professor Malcolm Skilbeck (who left to become a professor at the London University Institute of Education, and Director of Studies at the Schools Council).

Under the last Government, the Curriculum Development Council

was put on ice, its progressive tendencies were as distasteful to the Fraser regime as the Schools Council was to Sir Keith Joseph. Now it looks forward to another period of activity and influence.

Any massive reform of the curriculum in Australia depends on the cooperation of the states. It will certainly take time and require continuity of policy in Canberra. In particular, it will entail sweeping away the present School Certificate and Higher Certificate arrangements which apply in most states. Ms Ryan clearly believes the system of internal assessment moderated by an external college aptitude assessment scheme on American lines could be extended to the whole of Australia.

Indeed, Ms Ryan (whose home base is Canberra) often speaks as if all that needs to be done is to follow the Canberra system. In the capital, with a largely middle-class community, more than 80 per cent stay through to year 12. In parts of West Sydney the percentage would be in the low single figures.

Ms Ryan commented that Australian secondary education had a bias towards mathematics and science which she hoped to change—"in the interests of a more civilized society". Particular criticism for producing "those awful doctors who don't know how to deal with patients".

Would the change appear to the public as a lowering of standards? Not in her view. The Canberra experience had already shown it could be done without reducing the chances of the academic pupils of getting into competitive university faculties like medicine and law.

It is clear that unimpressive change of curriculum and structure of this magnitude in a federal system where education is largely a state responsibility, and where about 25 per cent of the pupils attend non-government schools, is going to be no mean task. The "standards" of the non-governmental schools are already higher than those of the government schools, and obviously, if the curriculum and examination of the government schools are loosened up to give more evidence of success to a wider group, this may well appear to the public and the media as evidence of slippage in the government schools.

A lot is going to depend on how much money the Government can find to oil the works, and the extent to which the teachers' unions help or hinder. They are notoriously militant and, in New South Wales particularly, have appeared all too ready to take strike action to back up their rhetoric.

But Ms Ryan (who has prospered, politically, with the support of the teachers' federation) believes that she can mobilize their militancy for her policy aims, because they have a vested interest in expansion.

She may well have failed to reckon on the capacity of the teachers' representatives to alienate public opinion by strikes and other unprofessional behaviour.

The second part of her strategy concerns student support, which, as everyone knows, raises a wealth of difficult issues. A major study has now to be made of the various education and social security allowances paid to young people, some means-tested, some not, and some militating against continuing education.

It seems that Ms Ryan is at the same stage as Mrs Shirley Williams was in the later 1970s, but so far, at least, is getting more encouragement from her colleagues in her pursuit of EMAs. The costs could be very high—the teenage dole is worth 45 Australian dollars a week (about £26) so is not going to be at all easy if the Australian economy remains in the doldrums.

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New year headaches

FRANCE

British education ministers are spared one of the constant headaches that afflict their French counterparts: how to ensure that there are the teachers and classrooms, and in the right places, for the 10 million pupils who flood back into the state system on the same day at the beginning of the new school year.

When the minister gets it wrong, there is trouble. Last year the Government omitted to notice how many teachers had asked to be transferred out of the mining towns of the north, preferably to the sunny south, and how few replacements were available. Hundreds of angry parents took to the streets, and some schools did not settle down until after the half-term break.

But all those satchels stuffed with squared paper and edible rubbers and, for older pupils, textbooks they had to buy, costing up to £8 or £9 apiece, seemed to have fitted in more easily this year.

There have been complaints that there are not enough teachers to cope with the school population, which is rising everywhere, except in the junior age range, but it seems to be more a matter of difficult working conditions than teacherless classes.

A number of baccalaureat lycée classes have more than 35 pupils, but the relatively good deal which education and training have enjoyed in this year's Budget, and careful preparation for the rentrée have deprived the opposition of the first educational battle of the school year.

In one term, a school in the Châtelineau region demanded information on 45 problems from the class controller and on 22 subjects from academic teachers. Questions ranged from those dealing with the handling of textbooks, to how many parents subscribed to the school magazine.

Local councils, central government departments, and Communist Party agencies all took their toll of teaching time, the article stated. As a result, energy was expended on data collection rather than teaching.

Seminars, conferences and meetings, many of them duplicating each other, were a further form of time wasting and "venting the air." Most teachers would be better served by short summaries of seminars and meetings, instead of wasting time listening to long-winded speeches and repetitious statements on the curriculum, and the organization of the working day.

Kenneth Shaw

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Anne Corbett

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Pulling down national fences

Sir - There seems to be a clear presentation in your "World studies begin at home" (TES, September 16) that the roots of development in this area lies in working with secondary school children.

Your Comment article does recognize the crucial influence of the home and the media in children's lives. However, it is vital that any approach to developing world studies does not leave out children aged five to eleven.

In The primary school and world community (published 1981 by Christian Education Movement) Stuart Morfin refers in the 1967 UNESCO study which highlighted the importance of the upper primary years when considering children's attitudes towards other nations.

This study showed six and seven-year-olds as having "uncertain knowledge and wary attitudes" towards other nations; 10-year-olds seemed "most ready to consider other people as similar" and showed "maximum readiness to like people who were generally seen as dissimilar;" in 14-



Eliam: one of the survivors featured in *Dying of Shame*

Global vision

Sir - We would like to endorse the Comment headline, "World studies begin at home" (TES, September 16) as this crucial element is certainly not missing in most world studies teaching. Indeed, the Schools Council/Rowntree project "World Studies 8-13", particularly emphasizes the need for exploring interrelationships between home/country and the wider world.

World studies constantly involves children's immediate concerns - how they can best get on with others, the multicultural nature of many local communities, analysing and resolving conflicts and, of course, the media.

David Hall commented some time ago in The TES on the teaching of "unteachable ideas" in world studies. Children are interested in, and curious about, many contemporary global issues. As one parent recently commented: "It's like living with Robin Day since my daughter started doing world studies."

Certainly some classes will have discussed documentaries on Chumel

World studies and the concept of community should really begin at home. Young children certainly perceive the sense of that they are also alive to the world. I remember a few years ago being asked in the classroom by a young child what was the purpose of the world. The child's answer was "to be a community".

It is important to her that the world is a community. It is important to her that the world is a community. It is important to her that the world is a community.

In a paper presented to the World Federation of the Deaf in Rome in 1976, Dr Edward C. Merrill - then president of Gallaudet College, Washington DC - stated: "The deaf professional is an outstanding model for young deaf children and will, in all

needed - why even a non-educationalist like Sir Keith Joseph recognizes the fullness of our exam-riddled schools system. Of course the education in some special schools is poor at the overt curriculum level, but nearly every special school scores heavily at the hidden curriculum level.

It is at that level, the level of truly caring for the needs of individual children, ordinary children to a greater or lesser degree dependent on their disability, but ordinary children requiring teachers with special qualities and ideally with special training ITSE or INSET shouldn't be part of any debate.

Yes, I have wide knowledge at all levels on both sides of the special needs fence. Yes, I do believe in integration. No, I do not believe it can happen tomorrow without children being damaged for life - their life - and Ms Pritts,

Of course curriculum change is needed - why even a non-educationalist like Sir Keith Joseph recognizes the fullness of our exam-riddled schools system. Of course the education in some special schools is poor at the overt curriculum level, but nearly every special school scores heavily at the hidden curriculum level.

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Disability need not mean inability

Sir - Sam Parker's article "Fit to Teach?" (TES, September 9) brings into sharp focus society's ambivalent attitude towards disability. Progressive committees such as Warnock pay lip service to the "special contribution" that teachers with visual, hearing or physical disability could make to the education of children with the same disability. The Government, on the other hand, ties up the situation with red tape so that it becomes very difficult for some disabled people even to gain entry to teaching training. This is particularly true in the case of deaf people.

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LETTERS

Air minded

Sir - The news item on aviation studies at Banbury School (TES, September 2) was a welcome piece of publicity for a dedicated group of teachers who believe that aeronautics and aviation studies should make a significant contribution to the curriculum of a travelling and technological generation.

It is true that the membership of the Air Education and Recreation Organization is declining but there is not quite the wasteland beyond Oxfordshire that your article would suggest.

The Surrey branch operates option courses in a number of comprehensive schools on a Mode 3 scheme with the South East Regional Examination Board. It also sponsors youngsters who have done well in their studies to the "solo" stage of a private pilot's licence.

Its wider current contribution is its "flying classroom" scheme which offers a flying viewpoint for geography, history, environmental studies etc., for pupils in any school in Surrey. So far this scheme has carried well over 2,500 pupils. Special flights have included handicapped pupils, school inspectors and advisers (a flight which was reported and photographed by The TES) and field study organizers. Doug Todd himself has heard of this scheme and inquired about it in May 1982, the same year in which there was a tentative expansion into Sussex.

Doug Todd deserves recognition and congratulation but he is not a lone voice crying in the wilderness. Nevertheless, his voice and those of like-minded teachers should be heard more in order to develop awareness and air-mindedness among children and their parents.

M J SANDS
Vice-chairman
Surrey AERO
Sunbury on Thames
Middlesex

Flying colours

Sir - I read with interest your article concerning the aviation studies course that has been built up at Banbury School in Oxfordshire.

Your readers may be interested to learn that the idea of utilizing aeronautics as a vehicle for stimulating learning has been widespread in Britain for many years.

The pioneering work which introduced aeronautics as an option subject within the secondary school curriculum was done in Surrey during the late 1960s, and early 1970s.

Mr George Cox, who was the guiding light in our early pioneering work, had the distinction of being awarded the Scott-Fairie Medal for "most meritorious work in the field of air education in Great Britain", and six years later, in 1972, he gained the Nile Gold Medal, the world's highest aerospace education award, which is presented annually.

Other aspects of our endeavours here in Surrey for many years have been annual aviation quizzes with trophies and various prizes for senior and junior pupils. British Airways, Farnborough Aircraft Establishment and British Aerospace have been among many from the world of aviation who have supported this function. A flying scholarship for a few very able pupils was set up three years ago and is open to boys and girls who have proved themselves in the study of aeronautics and display the requisite aptitude. This scholarship receives financial backing from local companies.

Having taught the subject myself for the last 13 years, I wish Mr Todd every success in his efforts to see the future of this course safeguarded.

CHARLES McPHILLIPS
6 Vintage Court
Egham
Surrey

Letters for publication
should be kept as brief
as possible and typed
on one side of the paper only.
The Editor reserves the
right to cut or amend them.



Match-less

Sir - In a recent issue of The TES I was interested to see an illustration of a Swedish-made half-grass match packet label to promote the book, The match, the box and the label.

It is a shame the author did not include the attached copy of an early

British label which might be considered more appropriate for your use. The label was issued between 1902 and 1916.

PATRICK STEVENS
Taeonoss
Orchard Close
Wrea Green
Preston

In business

Sir - Nick Baker ("Moonlight Shadows," TES, September 16) draws our attention to a well-known phenomenon among teachers. There is, however, a less well-known but more interesting parallel: those teachers openly running a business known to the taxman. Some teachers, endlessly nettled by jibes of not knowing about or living in ivory towers, single-mindedly pursue a business interest to make both a profit and a point.

They accrue and apply business expertise with an enthusiasm which frequently impresses their business friends. The free spin-off for schools is a teacher who knows first-hand about running a small business and its attendant problems. He can play a central part in careers education and demonstrate the efficacy of his advice with his own success.

DAVID HANDLEY
Milton Lothe
Gurgaive
Skipton
N Yorkshire

Art work

Sir - May I reply to Nick Johnson's letter (TES, August 26) which was written in response to Frances Spalding's article "Learning to see" (TES, August 12)?

The suggestion for galleries to hang small specialist exhibitions is a good one and as pointed out by Mr Johnson, some "progressive galleries" do this. Very few art galleries, however, have "education officers" and curatorial staff have not always seen their responsibilities as including any "educational" function. This is slowly changing and the Arts Council is at present financing some trainee exhibition organizer posts within local authority galleries designed to help alleviate this problem.

Regional arts associations do not have arts education officers and few have collections. Some do help purchase works of art for schools loans services.

PAT VAN PELT
Art education officer
Arts Council of Great Britain
105 Piccadilly
London W1

DOCUMENTS
ON GERMAN
FOREIGN POLICY
1918-1945

Series C Volume VI

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November 1, 1936 - November 14, 1937

HER MAJESTY'S STATIONERY OFFICE

Above: documentary proof of the

Macchiavellian relationship between

Germany and the Soviet Union.

Original source

Sir - As today so many of our students expect to be fed on potted history - intellectual fast food - would it therefore be an excellent thing if your paper were to set the lead in pointing out the uses of studying original documents.

It so happens that HMSO has recently published volume VI of the German Cabinet Office Documents, the last of the series to be published in this country edited by Margaret Lambert, who lectured on the documents up and down the country and has found student audiences enthusiastically responsive.

There are several issues of importance in this volume. For example, the Macchiavellian relationship of Germany and the Soviet Union. It would, of course, be even more interesting if one had the opportunity of being able to read the Soviet version - thus looking over both sides of the fence.

ENID MARX
The Royal Society of Arts
John Adam Street
London WC2

Above: documentary proof of the

Macchiavellian relationship between

Germany and the Soviet Union.

SCHOOL TO WORK

Think again – and hands off the education sector, Holland warns commission

MSC: adult training for the jobless, too

A major shift has taken place in the approach of the Manpower Services Commission towards adult training. Its top officials no longer advocate that the system should concentrate on retraining the existing workforce, but that it should offer training and continuing education to everyone in or out of work.

At the same time, the commission has retreated from its bid for leadership of a comprehensive adult education and training system. The MSC's discussion paper, *Towards an Adult Training Strategy*, issued earlier this year, appeared to call for the country's entire adult training and education resources, including the colleges, to be redeployed to meet the needs of industry, primarily by retraining workers to meet their employers' changing requirements. The proposals have been fiercely criticized by, among others, the local authorities, who fear they imply sacrificing the unemployed and abandoning the education service's responsibility for providing individuals with the education they want.

But this week Mr David Young, the commission's chairman, told *The TES* that the commission recognizes that there can be no question of turning its back on those who are out of work. "Our job is to help the unemployed to get work but also to help the people in jobs to get the skills to stay employed."

Mr Young said they thought they had gone wrong in the past in offering the unemployed highly specific skills

Edited by
Mark Jackson

courses – reference to the TOPs programme in which the jobless have been taught traditional skills in colleges and skillcentres only to find in a high proportion of cases that they cannot get jobs in the occupations concerned.

What was likely to be more useful was simpler but individually-tailored preparation for work – in many cases it might be literacy or numeracy, Mr Young said.



Mr Young's statements are largely based on a paper submitted to last week's meeting of the commission by the MSC's director, Mr Geoffrey

Holland. It asserts: "It is essential that those who are unemployed do not become the poor relations and that measures are tailored to meet their needs also."

Mr Holland – who was not the author of the earlier document – concedes that upgrading the skills of those already in employment might often be the best way of creating more jobs for the unemployed, but argues that appropriate provision for their training must be part of the integral design in order to avoid branding the gap between those in and out of work.

He gives a warning that this would undermine the basis of training and retraining and education "of an adaptable and responsible adult population able to support a competitive economy". Redefining the aims for a national adult training strategy, Mr Holland says that they should be, broadly, to help industry and commerce to respond to changing markets and to ensure that the economy is founded on the competence necessary for recovery and growth.

This means, he says, ensuring the quantity and quality of skills needed to meet changing circumstances and enabling individuals – employed and unemployed – to undertake the training and continuing education that will give them the confidence, motivation and sense of responsibility, as well as the skills, knowledge and experience required to cope with technological and structural change.

Mr Holland goes on to grasp this particular nettle more firmly – it has been carefully avoided in earlier MSC statements. After repeating the need to provide both training and continuing education for the unemployed as well as the employed, the paper says a specific objective must be to mobilize in local communities in particular both public and private resources of staff, facilities, and money, and "to secure that individuals undertaking training are not prevented from doing so by lack of immediately available cash to cover training and support costs."

Mr Holland does not explain why he uses the qualification "immediately available" but goes on to say that there is much room for argument as to how,

and how generously, the costs should be met.

Summing up the requirements, Mr Holland says that the country needs adult education and training which will be adaptable and responsive, accessible and attractive, informed, coherent, and cost-effective. That means co-operation and secure the acceptance of importance of continued training, education, collaboration locally, meet locally identified needs, improve access, a more coherent, widely accepted framework for training and recognizing competence, effective innovation in training methods, and "informing the market".

While employers are the largest source of adult training, they provide, suggests Mr Holland, a term view of their own needs, and higher education, he says, is the key role in providing the foundation to enable individuals develop their abilities, but also scope for getting them to help employers more to diagnose and their needs.

There is no shortage of effort being currently devoted to contribution of education and training to meet the need for industrial education, claims Mr Holland, but alleges that much of it is in various compartments which lead to overlap and waste.

In bringing about a coherent system, he says, it is not the only pebble on the road contributing alongside employer education sector, and other powers. It must not, in particular, usurp the responsibilities of other continuing and adult education.

In a passage which seems to be the criticisms of MSC attitude to responses by some major bodies, Mr Holland says that the commission's approach is not collaborative approach we must have. Moreover, the commission's policy invite a snub if it seeks resources where the cost-effectiveness of its present resources must be in question.

FEATURES

Different but equal

John Wright says second language work must not be seen as second best work



In common with many other local authorities, it is the policy of the Inner London Education Authority to admit students who are newly arrived in Britain, directly to their nearest school. If second language lessons are necessary, arrangements are made for students to be withdrawn from the normal timetable for about half the school week to attend special classes in other schools or English language centres.

For the other half of the school week students attend the same lessons as the rest of their class. However, there are times when the learning materials used in mainstream classrooms make too great a demand on students' knowledge of English.

The job of the Bilingual Education Project was to produce materials which would help students in this situation. The materials would provide a chance to continue (albeit in a limited fashion) their general education during that difficult and frustrating initial period in this country. In addition, it was hoped that first language materials would allow them a chance to show their ability in the subject areas.

Over the first year or so of the project a number of tentative do's and don'ts began to emerge. On the basis of these, guidelines for preparing the final materials were drawn up which may have implications for other ways in which mother tongue work is introduced into schools.

1 Materials in other languages must not be brought into the classroom as if they were poor relations. They must be presented in a manner which makes it clear that they have equal status with English materials.

I made a start on the project by asking teachers to work with me to have copies of texts they planned using. I would get these translated into the relevant languages for the students, and duplicated. During the lessons, copies of first language versions were offered to bilingual students, for them to use instead of, or as well as, the books containing the original text in English.

It soon became clear that a number of students were either refusing to use their first language versions or using them in a desultory way (scribbling on the sheet or acrowding them up). I realized that English texts were always being presented in a professionally produced form – with photographs, some in colour, and on glossy paper. Next to these were the other languages, reproduced on flimsy sheets of duplicating paper. The message "first world technology for English, third world technology for any other language" was coming over loud and clear to the students.

The implication here is not that mother-tongue material must never be cheaply produced, or home-made, often that is the only choice teachers have. But it is important to avoid a situation where there is always a contrast between the standard of production of English materials and other language materials.

attention.

Writing original texts and getting teachers to comment on them and to suggest improvements and follow-up activities became important. In the final materials we consciously aimed at providing a wide variety of topics.

As a general point, I think that we may all be guilty at times of arguing the case for mother-tongue maintenance – and mother-tongue teaching without reference to what a student's real communication interests might be, and without reference to content. Apart from professional linguists and language teachers, very few people are interested in studying a language for its own sake.

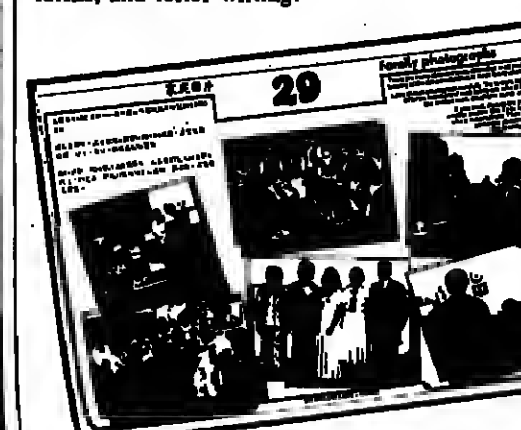
When we argue that provision should be made for mother-tongue work in the schools, and that i.e.s should support voluntary provision in the local community, we need to be quite specific about the content and context of such language work. Otherwise we may send academic, or even esoteric, and fail to be convincing. And, of course, in order to understand needs and interests of students living in Britain, we need to allow their voices to be heard – especially at the public conferences and meetings we organize on the issue.

3 First language materials produced for use within the mainstream secondary classroom must not appear to bilingual students as devices for segregating them, or giving them different treatment.

Some students were suspicious of the trial materials. One group refused to work on the materials in school. They said that they would do the work in the language centre, but not in the work in the language centre, but not in the language centre. Another student, a Punjabi-speaking boy, refused to use a Punjabi translation of the text being used: "I don't need that. I can read English!" – as if I had deliberately tried to insult him.

which avoids being divisive, it seemed important to avoid the risk of the content itself being separatist. It was true that the materials were for a very specific group of students: newly-arrived immigrants. Yet in order for them to be acceptable to these students, it was necessary that they should win a place within the mainstream classroom in the eyes of all the other students, and of the teachers. Therefore they would have to deal with topics which are regarded as legitimate for schools to deal with.

The final selection which was made for the project includes social studies, local geography and themes which are popular within integrated studies and humanities departments. There is also work involving citizens' rights (consumer information, educational rights, and equal opportunities legislation). Particular skills are emphasized: map reading, timetable reading, understanding job advertisements, filling in forms, and letter writing.



Although the materials invite students to reflect on their recent experiences in migrating to Britain, they are not "multi-cultural" in the traditional sense. This has caused surprise. One teacher asked: "What use is it for a newly-arrived student to learn about a subject like pollution; how is that relevant to a student's cultural background?" The answer is that the topic is included because it is popular with teachers in secondary schools, and is regarded by all students as a legitimate area of study.

There is no good reason why bilingual materials must necessarily be "multi-cultural", or culture-reinforcing in content. Indeed, if they are designed for use within the mainstream classroom, there may be good reasons for their not serving such a function. Again, as a general point, perhaps we need to question the link which the EEC automatically makes between the teaching of mother-tongue and teaching about the culture of the country of origin.

4 Treat a student, even in the early stages of acquiring second language skills, as a bilingual and not as two monolingual people living in one body.

What commonly happened in classrooms where early trial material was produced was that students would place both language texts side by side on the desk and use them, more or less simultaneously. Very rarely did students read all the way through – a version before turning to the other. More usually, they switched texts as they progressed to the end of both. It was impossible to tell from observation what prompted the switching. At times it seemed that the motive was to try to catch the translator out.

The trial materials commonly provoked debate over the quality of the translations. The subject matter of the lessons, as far as the bilingual students were concerned, would switch from geography (or history or whatever) to comparative linguistics and back several times over the course of a lesson. And who can claim that the one pursuit is less intellectually challenging or valuable than the other?

In order to help students switch texts rapidly – for whatever reason – we decided that the translation of a text would always be printed on the same side of the card. From a design point of view it would have been easier and neater to print in English on one side of the card and in the other language on the other. But this would have forced students to turn over constantly, and would have slowed-up the process of finding the relevant place in the text. We have also tried, wherever possible, to use clear paragraph opening and bold shoulder headings to assist rapid alignment to the equivalent section of the text.

The ILEA Bilingual Education Project was set up in 1977 and ran for five years. The eight bilingual packs of 40 cards are published under the title *The World in a City by the ILEA Learning Materials Service in association with the Commission for Racial Equality price £3 a pack. John Wright now works for the Advisory Centre for Education (ACE).*

Sociologists wake up to dangers

O level sociology – a favourite target of the Education Secretary – is showing signs of coming to grips with the real world that faces its pupils. The men and women who teach it in schools and colleges spent the weekend at Keele University discussing youth employment, training, and vocational preparation.

It was the first time that the annual conference of the 1,100-strong Association for the Teaching of the Social Sciences had devoted itself exclusively to issues outside its own academic and professional enclave. Experts from the Manpower Services Commission, industry, local government, and the voluntary organizations led a series of discussions on the plight of the young and the challenges it posed for education.

Supporting the experts in appeals to the sociology teachers to make their teaching more relevant to current problems were some of the association's newest recruits – teachers who

are running vocational preparation courses and MSC-sponsored off-the-job training in colleges.

The association's president, Professor Ian Lister, of York University education department, congratulated the members on their decision to start looking at issues outside their traditional academic concerns.

Mr Barry Kenyon, the association's treasurer, said afterwards: "Until now very few of the people who are teaching social science have become involved in vocational preparation. But there is now a growing awareness that they have to come to grips with what's happening to the young."

Mr Kenyon said he thought that one factor in changing the attitudes of many teachers who until now were content to teach the narrow, academic syllabus, was their fear that O level sociology might not long survive as a separate subject. Although the number of students taking it had risen

shorply in the past few years, most were pupils staying on who were likely to turn increasingly to the new courses more appropriate to their needs.

Mr Wilson Longden, the college vice-principal who represents the educational service on the Manpower Services Commission, said this week that as a sociologist he greatly welcomed the development. "Teachers need to use their theoretical framework as a basis for teaching the young how to understand the real world, rather than simply trying to pass on the theory itself."

Mr Longden, who is president of the Association of Vice-Principals of Colleges, said a telephone survey of some of his colleges indicated that, while entry to mainstream vocational courses such as City and Guilds and BTEC was holding up well, young people were joining the YTS rather than the colleges' own vocational preparation foundation courses.

EMPLOYMENT FACTS

SECTION 2 OF INDUSTRIAL RELATIONS – A PART OF YOUR FUTURE?



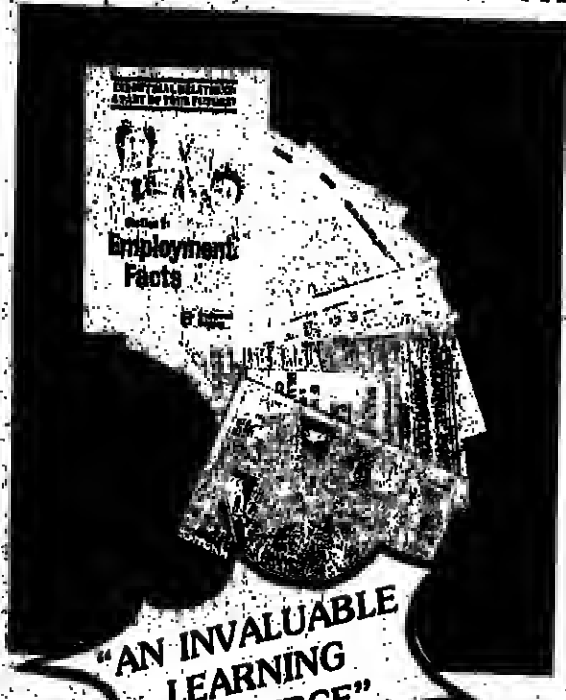
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1 case study
1 issue scan
2 group exercises
1 arranging meetings
Supported by glossary of terms and Bibliography



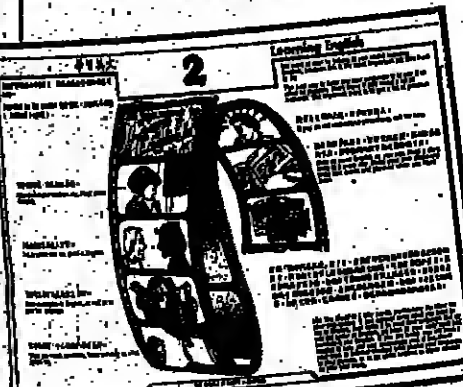
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Cambridge CB2 1LA
Telephone 0223 315944



2 Presenting a boring text in a student's first language does not make it any more interesting.

This seems obvious enough now, but when teachers first began reporting back on their students' responses to trial materials, and included comments like: "I'm able to do the work but I'm not very interested", I was shocked – and a little hurt. After all, this must have been the only time they had been given anything in their own languages to read in schools, and all they could say was that it was "not very interesting".

On reflection I realized that I had been spending all my time ensuring that the right text was getting translated into the right language, being printed in time and delivered to the right classroom for the right lesson. I'd spent very little time thinking critically about the original text. I'd been assuming that the language medium was the message. From this point, the question of content demanded more and more

FEATURES

LEARNING TO BE FREE

If Carl Rogers was granted one wish in education it would be that teachers everywhere should forget everything they ever knew about teaching. He doesn't have a magic wand and hates to be regarded as a guru or a mystic, but he does seem able to work a certain kind of magic with people, and it is that which he wishes to share with teachers.

To meet Carl Rogers is to love him. He seems able to make whole rooms full of people cherish and feel cherished in return.

Which is, perhaps, just as well because coming cold upon some of the more jargonistic accoutrements of what he used to call the "non-directive" and now calls the "person-centred approach" can be off-putting, to say the least. Nobody just tells anyone anything in the person-centred approach, they "just want to share with you" certain thoughts or experiences. Teachers are no longer teachers but "facilitators of learning".

What Rogers proposes is nothing short of a total revolution in education. "I deeply believe that traditional teaching is an almost completely futile, wasteful, overrated function in today's changing world. It is successful mostly at giving children who can't grasp the material, a sense of failure. It also succeeds in persuading students to drop out when they realize the material taught is almost completely irrelevant to their lives", he writes in his latest book, *Freedom to Learn for the Eighties*.

Teachers, or the best of the traditional ones, Rogers says, ask themselves questions like, what should I teach a child this age or of that level of competence? How do I motivate them to learn? He calls it the mug and jug approach in which the teacher is trying to get the mug to stand still while the teacher fills it from the jug of facts that curriculum planners think important.

“... traditional teaching is an almost completely futile, wasteful, overrated function... it is successful mostly at giving children a sense of failure.”

Rogers wants to shift the focus from teaching to learning, and to learning, not just "from the neck up", as one might bone up the kings and queens of England, but learning that involves and concerns the whole person. Much of what schools expect pupils to learn, he maintains, is like the lists of meaningless syllables psychologists sometimes use in learning experiments.

For the student, it has the same perplexing, meaningless quality. This is especially true for the underprivileged child whose background provides no context for the material with which he is confronted.

Such education involves no feelings or personal meanings and has no relevance for the whole person.

In contrast, he writes, "there is such a thing as significant, meaningful, experiential learning. When the toddler touches the warm radiator, she learns for herself the meaning of a word 'hot'; she learns a human relation in regard to all similar radiators; and she has taken in these learnings in a significant, involved way that will not soon be forgotten. Likewise the child who has memorized 'two plus two equal four' may one day in her play with blocks or marbles suddenly realize, 'Two and two do make four!' She has discovered something significant for herself in a way that involves both her thoughts and feelings. Or the child who has laboriously acquired 'reading skills' is caught up one day in a printed story, whether a comic book or an adventure tale, and realizes that words can have a magic power which lifts her out of herself into another world. She has now 'really' learned to read."

Experiential learning has to be self-initiated. "Even when the stimulus comes from outside, the sense of discovery, of reaching out, of grasping and comprehending comes from within." And it is the learner who is best placed to evaluate that learning, to know "whether it illuminates the dark area of ignorance she is experiencing".

Education has traditionally been concerned with logical, linear, step-by-step ideas and concepts which Rogers says are associated with the left hemisphere of the brain. "The right hemisphere functions in a quite different way... It is intuitive. It grasps the essence before it understands the details... It operates in metaphors. It is aesthetic rather than logical."



For decades the American psychologist Carl Rogers has been preaching that it is not what teachers know that is important but whether they are human and caring with their pupils and give them a chance to decide what and how they should learn. Now he believes there is sufficient evidence to prove his person-centred approach works better than traditional teaching and that it holds the best hope for the alienated in an increasingly dehumanized world. Bob Doe meets the 81 year-old pioneer of the encounter group and counselling movement and looks at his latest book.

It makes creative leaps. It is the way of the creative scientist.

"Significant learning combines the logical, the intuitive, the intellect and the feeling, the concept and the experience, the idea and the meaning. When we learn in that way we are whole..."

Teaching in the sense of imparting knowledge makes sense only in an unchanging environment. In a continually and rapidly changing world the only certain thing is that what is taught now will rapidly become out of date. "The only man who is educated is the man who has learned how to learn, the man who has realized no knowledge is secure, the man who has realized no process rather than static knowledge is the only thing that makes sense as a goal of education in the modern world."

Rogers is convinced, too, that it is the goal that will make sense to the underprivileged young, whether they live in deprived ghettos or aimless affluence. "I am concerned about increasing alienation among young people in this country. Society doesn't know what it wants to do with young people. It doesn't want to give them a job or give them any particular role to play and they feel increasingly rejected."

Not that the portents are good for the person-centred approach. "It seems to me," says Rogers, "education is becoming more and more authoritarian. There is a strong urge to get back to the basics, to the old ways and the standardized curriculum. That seems to be a message young people that older people know best to you should think or learn."

That is no way, he maintains, to prepare for the major decisions they will soon be called upon to participate in; the future of humanity in the nuclear question, how advanced science makes intelligent use of all its citizens, or avoids the tendency to become more inhuman and dehumanized.

"The person-centred approach swims against the current of today's life. It expects young people to make more decisions, it expects them to be capable of self-directed learning."

"Facilitators" do not ask what their pupils should be learning. Such questions are for the pupils to answer. They ask instead how they can help the child find the necessary resources in learning, how to create a psychological climate in which the child will feel free to be curious, make mistakes, to learn from the environment and from fellow students and to recognize the excitement of learning natural to infancy.

Carl Rogers is not the first to advocate self-direction by any means, but what he believes he has done is to identify some of the crucial ingredients of the psychological climate that helps to free children to learn, and to provide a confident, responsible, self-respecting human being.

"The beautiful thing is that we now have very solid research backing for this. The person-centred approach leads to accelerated academic learning, a problem solving orientation, better morale and less absenteeism. We no longer have to be apologetic or worry about being regarded as soft-headed."

The research evidence summarized in *Freedom to Learn* suggests this approach can improve student learning at any age, from primary to university level. In full classes of 30 or more with one teacher and not just in terms of academic gains - though there are some - but in terms of academic scores in English and maths.

In his psychotherapy and counselling work Rogers found the most important thing was what particular school of psychiatry the therapist belonged to but whether he or she had certain personal attitudes and values. Rogers believed that in particular aspects which he believed were the most important in enabling one person to help another - or to help another to help himself. He has described these attitudes in previous work and believes they are fundamental to any educational or helping relationship.

The most basic requirement, he maintains, is that "facilitators" be genuine; that they are persons in their own right; knowing and able to communicate their own feelings. That, he suggests, they need to be able to show they care, to accept and prize the other person as a non-possessive way. And thirdly, they need to be able to demonstrate an empathetic understanding of the other's point of view.

For nearly 20 years the National Commission for Humanizing Education in the United States has been looking at the results achieved by teachers applying these principles in the US and in seven other countries. According to Rogers in *Freedom to Learn* this work covers more than 2,000 teachers and 20,000 students at every level of education from kindergarten to university level shows "students learn more and behave better

when they receive high levels of understanding, caring and genuineness than when they are given low levels of them."

The level of teachers' empathy, positive regard and genuineness were usually assessed by trained observers working from tape recordings of the teacher's lesson. Checks were made to ensure that different observers made similar assessments about the same teachers.

In one study involving 600 teachers and about 10,000 students from kindergarten to grade 12 (sixth-form level) the pupils of teachers trained to apply these principles were compared with the students of untrained teachers who scored low in such attitudes. The students of the trained teachers were found to have made significantly fewer discipline problems, to have made greater improvements in IQ scores, to ask more questions and make more verbal contributions, to use higher levels of thinking and to have more confidence and self-respect, than the other students.

The 3,000 pupils with teachers rated low in empathy were absent, on average, for nine days a year. Pupils with teachers who were more understanding averaged only five days' absence a year.

Aspy and Roebuck were "horrified" to find that part of the difference in self-image that developed between the two groups of pupils as they progressed through the school was due to the fact that many of the students of teachers judged low in empathy and caring seemed to learn to like themselves less.

These results were not just true for middle-class or high achieving pupils. When Aspy and Roebuck looked at pupils from 75 classes who were experiencing learning difficulties they found better attendance, and greater improvements in IQ self-concept and academic achievement scores among those with "person-centred" teachers. In fact, among these "educationally handicapped" pupils the teacher's level of interpersonal skills was found to be the single most important factor to the gains made by the children and more important than pupils' IQ level, race, sex or social class.

Other NCHS studies conclude that where parents of primary school children were trained in interpersonal skills, their children talked to them more about school experiences, and voluntarily read more at home and school. Pregnant teenagers taught about contraception learnt more and became more confident, and boys with VD were twice as likely to return after treatment for their test-of-cure when their counsellors or original interviewers had been trained in this approach.

"It pays to treat students as sensitive and humane beings," Aspy and Roebuck say. "The person-centred approach has not been without its disappointments. Carl Rogers described in the book some attempts to introduce his principles into schools and colleges without

“The person-centred approach leads to accelerated academic learning, a problem solving orientation, better morale and less absenteeism.”

succes, sometimes because they were flawed not often because of external pressures.

"Educational administrators are the most difficult group I have ever worked with," he says. "I find all kinds of other professional groups much more open-minded."

Not surprisingly, some teachers find his idea that they should abandon their hard-won status and authority rather threatening. It is not clear from the research studies how far the teachers trained in these attitudes were randomly or self-selected, so the question of whether self-selection could lead to this way remains an open one.

Carl Rogers accepts that the climate he believes is important cannot be imposed on teachers. Like other forms of learning, such attitudes have to come from within. But, he says, "wherever we are helped to develop them, we can be helped to be more open and effective with our students. They can learn to be free."

Freedom to Learn for the Eighties by Carl Rogers published by Charles Merrill 1983.

FEATURES

Lessons from the past

Bryan Wilson finds proof in the mark book of a Zimbabwean rural primary teacher that individual care and dedication can beat any system designed to regiment children.



The education systems of many of the Commonwealth countries of Africa started in the early years of this century.

The curricula of the first schools to be set up were modelled on those of Edwardian Britain. The emphasis in mathematics was on computation, and in English on spelling and grammar. Regular testing was a central feature of classroom practice. Despite enormous political administrative upheavals, the reality of what still actually happens in many primary classrooms reflects these origins. Curriculum content, teaching styles and classroom organization are a kind of educational colicantib, a living fossil record of the education that our own grandparents received.

In the markbook of a grade 3 teacher in a rural Zimbabwean primary school, the 46 children were listed on the first page, and each subsequent page contained the results of a monthly class test in English, maths or mother-tongue. Each child's performance on each question was recorded by a tick or a cross, and the questions themselves were classified: present, past, adverb, spelling... time, money, sign, subtraction.

Most revealing, however, were the teacher's comments on each test. These showed much careful thought and a deep concern for the progress of individual children, albeit progress in narrowly academic terms, and expressed in vocabulary taken straight from the Victorian authors from which he himself would have learned his English. But how expressive it is, "I plainly urge them to keep open their memories and good responsiveness to questions" is surely more motivating than "should work harder".

The children themselves have a delightful mixture of African and English names: Alfonse, Pamela, Obvious, Washington, Crispin, Loretta, Joley, Lettucia, Paradiol, Tsiti, Tendoyi, Ruregerero. One feels one gets to know some of them. For example the year did not start well for Majeke, Wilson, Farai, Mercy and Shupikai. After the March test in English, "these have obtained nil in any subject tested and should be clearly dealt with the next term. To make them sit in front row benches is better". Despite this trantant, however, even in June "Majack, Joley, Lettucia, Wilson and Farai are very passive during lessons as well as their work not clear".

The teacher is aware of where the difficulty may lay: "Pupils like Justina, Joley, Lettucia, Majeke and Wilson should have a help thoroughly well. They have trouble in understanding the language", which is hardly surprising for seven-year-olds learning in a second language which they probably never hear outside school, particularly when its teaching is based on the analysis of its grammar. In July, "the (English) test was tested to the children and they could not reach the required standard at all. Some had antirely forgotten all the required grammatical principles, for example, the past tense, indirect speech which is the most hard one to these young ones. Special attention should be laid on Farai, Samuel, Joley, Luyi, Jestina and others. They require a continuous weakly test and corrections should be done so that they may remember".

The teacher's patience and concern for these slower pupils constantly comes through his comments. Late in July, "help still should be given to the following pupils: Jestina, Majeke, Wilson, Loretta, Joley, Paradiol. These are not as others, they do not even come along for help, and seem to be away from the idea of schooling".

To mother-tongue in the same month, "I noticed the class to have advanced a bit in past tense, spellings and sentence building. Sixty-five per cent of them succeeded well and 35 per cent could not do well. Justification has been applied regularly to them for them to know their mother-tongue. Some are doing it indeed, with the exception of Maron, Fungisai, Meebo and Majeke. These were too weak within the weekly Revisional Test which has been set. I would further up by saying hoping for the better results in future. Revisional academics should be the motto".

The teacher also has his successes, and one can feel his pleasure after September's English test. "This English is better and would improve if revisions and a continual supply of questions and

corrections. Most of them are indeed better than supposed. They are Mercy and Joseph, Fungisai and Judith, Wilson and Farai. They shall have a better justification when well trained and guided".

Indeed, towards the end of the year, "since we are in the third term children are showing better improvement than they use to do in the first and second term. This time the class attained a fairly nice pass in the revisional test. They reached about 74 per cent of the class average mark. I would be very glad if they go to their next examinations like that. Twenty-seven passes and 20 failures. Help is needed to the weak ones, and they should always be given a teaching on relative pronouns, singulars and spellings in which most could not do comply. They endeavoured satisfactorily well".

In mathematics, too, some of the same children were finding difficulty early in the year. In February, "help is needed to pupils Jestina, Majeke, Wilson, Paradiol, Maron, Meebo, Loretta, Fungisai and Joley. They should practice addition, words of English". Others, too, "were reluctantly dormant about the meanings" of addition, subtraction and the strips, and things were looking bad at the end of the first term.

"By a thorough inspection (of the end of term test) special attention and revision are clearly identified that they should like on the following numbers: length, subtraction, strips, words. Thus in these numbers struggle has been put by the most children. They have all declined down. This shall be corrected and carefully maintained during next term. Children should be able to know what is length, subtraction, strips, words. Most of them should be taught at a moist tenderness with audible desire".

Clearly the gentle approach had its effect. In the June test, "the above statement was worked at good speed and the results were improving diligently. The results refer to previous proclamations and has been as scheduled nicely pointing the good mark obtained at this test. All were very serious at this test and I hope if they could carry their advancement ahead without forgetfulness". There must be no let-up however. "I would lay emphasis on weakly tests as well as monthly test to give a rise on their understanding. They are now a promising class of which the key is corrections and weekly revisions".

Despite the constant testing, the atmosphere in mathematics lessons remained relaxed throughout the terms. The second term test have completed without further anxiety needed by both the instructor and the pupils. About 25 candidates succeeded very well out of 46 pupils. The examiner has been docile enough to them, he also felt sympathetic to some who could not

succeed these test. Pupils who are like Majeke, Farai, Joyce, Mercy, Loretta, Judith, Wilson. These are the most dull of weak pupils of the term, but could improve due to revision next time. I may blench my curiosity upon them".

The September test "has been given to the class in order to let them awake in their consideration. And they have been found able to respond their questions well. The test has been to approve Roman numerals, addition, subtraction, multiplication, division. Due to their slowness some of the written headings were left of which they shall complete the matter. After which there shall be a periodical view in them".

As indeed there seems to have been in November, "the revisional test was done as well to give children a clear picture in their daily views. This time we had a good mark 150. The Grade 3 children were kept quiet during the test and could only produce unerring atmosphere were I as their invigilator was pleased indeed to see children aiming at one goal. The class has obtained a better civilization compared to first and second terms".

By this stage of the year the pupils are also doing better in their mother-tongue tests. "The class itself has been doing nicely to some subject only they are poor in adverbs, direct and indirect forms, ideophones, adjectives".

Although this pattern of constant testing may be a legacy from history, the teacher sees a positive educational purpose in it. Commenting on the October mother-tongue test, it "was done to try and deem the ideas, willing daily thinking of children". The system provided a detailed record of every child's progress throughout the year and despite the class size the teacher retained a deep concern for their welfare, both as a class and as individuals. His comments on the end of the year examinations are worth quoting in full:

"The examination was held on 29th, 30th, 2nd, 3rd November and December. When they had finished their writing the following amazing results followed. Since the class was holding almost 48 pupils I was pleased to find pupils reaching climax of over 50 per cent class average mark."

"Congratulations to Alfonse and Patricia who became first. They were almost going to twin but Alfonse did lead and he is the leader of this group. The rest have given perious rise. I hope with adequate aids they shall be pupils of strength tomorrow".

If they are not, it will not be for lack of devotion on the part of their Grade 3 teacher. Bryan Wilson is head of the Consultancies Group, Science, Technology and Education Division, at the British Council.

TALKBACK

Music and drama for all

LINDSAY ROBERTSHAW

To most music teachers today the ideal of the sixties with prospects of a genuine liberal arts education for all, can best give rise to a hollow laugh. Even those of us who really believed in it have mostly had little chance to practise our ideals. The present economic realities have forced most of us into a corner, fighting to preserve what minority time we still have.

For drama, the picture generally is no better. Many specialists survive as uneasy adjuncts to the English department, without either the time or basic facilities needed to practise their skills effectively. Together with their music colleagues they work themselves into a state of total physical and mental exhaustion every year for the school production or concert. Lip service is paid to expressive arts education but this "shop window" approach generally conceals the fact that it is usually only the tiny minority of pupils who are involved. Often, these same children will be found in the school sports teams and in other voluntary extra-curricular activities.

Faced with these all too familiar problems, I was amazed to read an advertisement in *The TES* for the post of director of music and drama at Kingshorpe Upper School, Northampton, which said: "All pupils follow a common course in music and drama for two hours per week, leading to a common examination at 16".

Most of my colleagues viewed the prospect with barely concealed scepticism - perhaps in some easy rural retreat in the public sector, a common course for all in music and drama examined at 16, might be feasible, but not, surely, in a modern upper comprehensive on the edge of a new housing estate fringing Northampton.

Both music and drama had existed at Kingshorpe as options and had suffered all the iniquitous aberrations of minority subjects. My job, when I took it up, was to try to weld a team with the existing three staff; plan the internal reorganisation for music and drama and to find a syllabus suitable for our mixed ability teaching. This needed to integrate music and drama without destroying the basis of skills development necessary for each. Since the first year group of 320 pupils was due to take whatever examination was offered in 1984 and a nationwide search for a suitable integrated music and drama syllabus revealed that none existed, I had to write one as a matter of urgency.

The useful starting point was the draft criteria for 16 plus in music and



the interim report for drama. The music proposals were at an advanced stage and represented much careful work and thought by a large number of experienced people. They also reinforced my own beliefs that the best way to achieve a basis of musical understanding and knowledge is by equipping pupils with the musical skills necessary to achieve something worthwhile as composers, performers and listeners.

The 16-plus working party's insistence that the course should be a basic core of these three activities and not a core plus options, seemed to me to be a bold step forward, with very important implications for music teaching. I believe, too, that the model could be modified to include drama with "critical appraisal" covering both perceptual awareness of music listened to and a live dramatic presentation watched by the pupils.

The first major hurdle was getting the syllabus approved by the East Midlands CSE Board, although after a year of negotiation and four drafts, we have succeeded. The most severe problem has been in finding criteria applicable to all possibilities within a particular section of the course which, at the same time, are the relevant criteria for evaluating the work involved. For example, intonation is highly relevant in assessing a violinist's performance but, obviously, not in assessing a pianist's.

If we wished, as we did, to allow for the possibility of a performance on either instrument we could not, the board said, allow intonation as a criterion. The end result in terms of the syllabus is the phrase "accuracy of pitch and rhythm", which while less precise, covers both wrong notes and intonation. (It is ironic that the criteria set for the approval of Mode 3 syllabuses are now so stringent that the board's own Mode 1 syllabuses do not meet them. For instance, "originality" is twice cited as a criterion in the EMREB Mode 1 syllabus for 1984, but was specifically disallowed as a criterion in our own Mode 3 syllabus.)

The underlying philosophy of our course is not new; give pupils a chance to become involved in each part of the musical and dramatic process and they will gain greater insight and under-

standing as a perceptive audience. I hope, too, by concentrating on the language and structure of the disciplines rather than the literatures, to side-step some of the unfortunate cultural divide between pop and classical.

The biggest single factor in enabling our course to work (other than the support of the headmaster) is the very favourable staffing ratio that the school creates. This is achieved by the common curriculum and the high teaching commitment of everyone, including the headmaster, his deputies and all senior staff. We are able to divide 80 pupils between four staff and all senior staff. We are able to concentrate on small group and individualized learning for part of the time.

For basic classroom work the Yamaha PSS organ is used, both as a performance instrument and as a tool for composition through improvisation. Using these instruments a basic harmonic understanding seems to be growing among many of our pupils and this is very far removed from the dry paper exercises which still feature in many music syllabuses. I think we probably underestimate the ability of pupils to achieve satisfying results in composition. Certainly, some of the early attempts at composition shown by our pupils show a degree of sophistication which I have not seen brought out in years of traditional O level teaching.

Much of the inspiration for the compositions has come from documentary dramas that each of our fourth year groups has written. Subjects chosen by the 16 groups have ranged from "youth unemployment" to "survivor" and even in one group "teeth". Much of our work is assessed in the form of termly assignments, but we also believe in the value of exposing pupils to live performance by professional actors and musicians.

This forms part of our terminal assessment in critical appraisal. Some of my colleagues from other faculties were rather surprised recently to find that what they had expected to be another dull hour of examination vigilance, turned out to be a live performance of an Edward Bonal play given by Northampton Youth Theatre. After the performance, our pupils were ushered into the examination room to answer questions on the play they had just seen.

There are, of course, many problems associated with trying to initiate 13-year-olds into musical and dramatic skills in which many have little or no experience. Much of what we are trying to do could be better done at a much earlier age. Some powerful voices would argue that 13 is about the age that children should be allowed to opt out of such activities. However, I believe we are arriving at a formula at Kingshorpe which is working, and one in which there is a fair degree of excitement among our customers, as well as among staff. In the context of the common curriculum, remarkably few seem to question the point of what they are doing, and while the possibility of a CSE Grade 1 may not provide much extrinsic motive for our youngsters, the fact that there is a certificate at the end at least puts us on an equal footing with the other faculties.

In any event, our work at Kingshorpe represents one example of real growth in an area of the curriculum where there has been much gloom and despondency. It is pioneering work, and I would be interested and grateful to hear from colleagues in other schools who might be attempting something similar.

Lindsay Robertshaw is director of music and drama at Kingshorpe Upper School, Northampton.

Teacher bashers

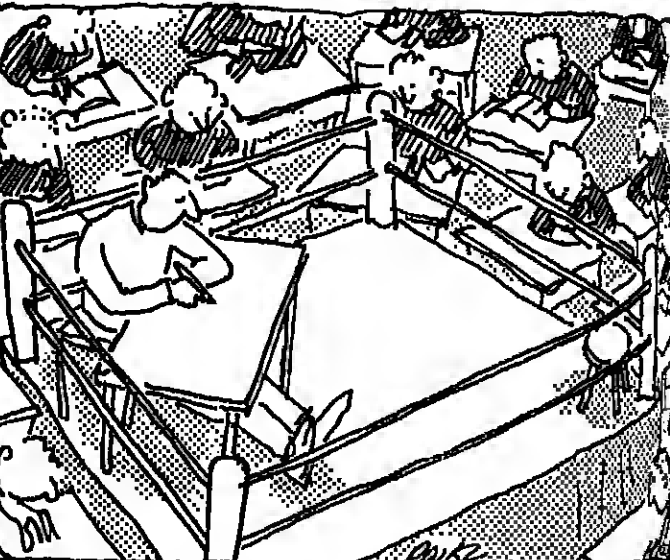
JANE LOVEY

I wonder how, or indeed if, Scratch and Scratch, could self-education to our customers. Each year when we sit down at our first staff meeting of the year our special meeting we ponder how the devil we can occupy 18 retirement fifth-years for the next two-and-a-half terms.

Most of our referrals are out of school because of "teacher bashing". The final straw as far as the school is concerned. Because of this we try to organize a programme which will eliminate confrontations as much as possible. We allow smoking during break-time in specific areas, leave no uniform, and have made homework purely voluntary. We can only do this because we know that none of our pupils will be going back to a high school.

At times, we suspect that the unit is seen as a convenient place to contain those who otherwise totally disrupt the work of their classes and destroy the morale of their teachers. Nevertheless, since we are financed from public funds we are expected to have a defined curriculum and a timetable and be able to show some good results at the end of every year.

sport, voluntary work, board games,



However, we see our brief as to teach our pupils and prepare them as well as possible for life after school, without creating the kind of structure they have rejected. The youngsters themselves need more than this from us but first we have to establish a good trusting relationship with them.

But before we can do that the staff have to trust and respect each other and understand each other's weaknesses. This must be an honest relationship with no one trying to score points over the rest since the youngsters will try to weaken the staff position by setting us against each other.

Priorities are different for each child. Often very basic literacy and numeracy has to be tackled. It amazes me that each year we have two or three who cannot multiply by 11 and therefore have no idea of place value. Nearly as many each year do not know all four arithmetical signs and rely each time on looking over a neighbour's shoulder to find out what process to use. More are unable to use their inadequate reading skill as a tool in any subject.

I wonder if these children would be with us now if these gaps in their learning had been detected earlier. Has the bad behaviour masked the difficulties or have the difficulties caused the disruptive behaviour?

Despite these difficulties I hope that by the end of their spell with us most of them will have the City and Guilds Foundation Course (Level 1) certificate in communication skills and numeracy. I cannot speak highly enough of this course for these pupils. I hope too that they will all have a very good idea of working out a household budget, filling in forms, cooking a meal, coping with their own laundry, first aid and safety in the home, writing notes, if not letters, and using a telephone intelligently.

Since many will experience unemployment we try to foster an interest in

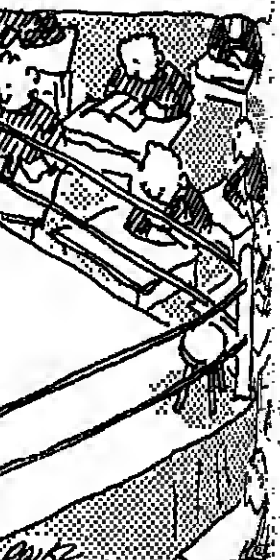
crosswords and reading. It usually starts with a computer. The daily papers have various news items and a bold individual in the popular press. Obviously we do talk about interviews but this is done very carefully as their feeling of failure are never far from their minds and some of our most aggressive outbursts have been during lessons. Not all of them are work yet and as the day for draws near they realize this.

We are fortunate in having a Youth Training Scheme unit by the National Association for the Care and Resettlement of Offenders (NACRO) who have committed offences) so that the youngsters have somewhere to go at the end of school. Also there are very long-suffering employees who give them a chance to try "real" work. And a few do succeed.

I think part of the secret of our success is that we can't win them all - the school tried very hard, giving them up - but we must celebrate our little successes.

I can't claim that we have managed to sell education to our customers; they have a number of good experiences of school during their year with us. They all have some triumphs and we give them the chance to share some of these triumphs with us.

They also see four adults who together and trusting each other



don't always agree but we do differences out in a civilized manner. Perhaps the benefit of this year is seen in the next generation, as the youngsters will feel able to approach their teachers before their big problems. Perhaps some of them learn this year will make more confident adults, not having settled every dispute with above physical violence.

I often wonder what difference absence makes in their former classroom. Does the class settle down, work well? Or does someone replace the class "clown"?

Jane Lovey runs a special unit for disruptive pupils in Sutton, Surrey.

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REVIEW

MORAL PANICS

Laurie Taylor on popular myths about crime

Hooligan: A History of Respectable Franks. By Geoffrey Pearson. Macmillan £15.00. 0 333 23300 9. £5.95. 23400 6.

Back in the early seventies, Geoffrey Pearson established a reputation as a formidable iconoclast with *The Devil on the March*, a splendid attack on the "romantic left"; on those sociologists and criminologists and anti-psychiatrists who viewed much deviance not as psychopathy but as a blurred and distorted critique of the prevailing social order. It was, as Pearson neatly argued, a point of view which put together politics, social science and compassion in such a way as to allow its proponents to pursue their well-paid jobs with a good radical conscience. At times, it owed more to myth than to reality.

In his new book the myth which engages his attention is not a rationalization of the intelligentsia but the thoroughly popular idea that when it comes to law and order things ain't what they used to be. The myth he is after is the one which asserts that there was once upon a time a golden age of happy families and cheery hobbies and rough but wholesome youths which is now threatened by wholly new forms of viciousness and violence, unparalleled outbreaks of disorder in the city streets. And whereas in his earlier work Pearson cut a critical path through the theoretical thickets of Laing, Goffman, Becker, Matza and Szasz, here he is the happy empiricist, cheerfully ransacking the work of social historians, the files of popular newspapers and the outpourings of moralists for evidence of Britain's criminal and disordered past. It's all great fun the things they said; the things they did, from the Unruly Apprentices of the 16th to the Great Garrotting Outbreak of the 18th, the Terrible Hooligan Happenings of the 19th and on to the Teddy Boys of the 1950s. And along the way, the myth of the golden age can be seen sinking slowly in the West.

There is perhaps some slight danger - which I'm not sure that the author always recognizes himself - that all these examples may be readily accepted by the reader without the power of the myth of the golden age of law and order being in any way affected. The book, that is to say, may be read as a Guinness Book of Moral Panics. (Did you know that Belgravia was once known as Bulgar because of the frequency of house-breaking did you know some of the Hooligans had hairstyles just like the present-day punks?)

There is another related problem. It is one thing to trust that there have always been waves of apprehension about street crime, and that these have often taken the literary form of yearning for a fictional past of perfect law and order. But that still leaves us with the question of the relative rationality of contemporary fears. How far, in any period, are they based on a realistic assessment of the risks? The perfect past being fictional, but how about the imperfect present?

A possible answer is proposed towards the end of the book where Pearson invokes Gilbert Ryle on myths in order to argue that it is not facts which are at issue in the creation of the myth. We do not need to know what the "real" situation was at any time. The presence of myth is assured not when facts can be discredited but when we detect the "presentation of facts belonging to one category in the



category of the law and order myth is then the presentation of the facts of disorder (whatever they may be) within an "historical idiom of decline and discontinuity".

Of course, if we kick out this notion of "discontinuity" from our view of "law and order" - see it as an ever-present feature - then we may be in some danger of backing away from panic only to fall into complacency. The harm and hurt street crime may cause to many people can be simply regarded as part of our national heritage, something to be borne with a knowing shrug, not unlike the weather. But at least a little of this sort of complacency would ensure that we did not in every generation look around for a brand new cause for our age-old troubles. And that

is idiom appropriate to another". The core of the law and order myth is then the presentation of the facts of disorder (whatever they may be) within an "historical idiom of decline and discontinuity".

Of course, if we kick out this notion of "discontinuity" from our view of "law and order" - see it as an ever-present feature - then we may be in some danger of backing away from panic only to fall into complacency. The harm and hurt street crime may cause to many people can be simply regarded as part of our national heritage, something to be borne with a knowing shrug, not unlike the weather. But at least a little of this sort of complacency would ensure that we did not in every generation look around for a brand new cause for our age-old troubles. And that

would mean some relief for all those aspects of popular culture which have been historically selected for condemnation: music hall, cinema, television, and now "video nasties". It would also take the weight of some criticism off the shoulders of such indicted individuals as working mothers and hard-pressed teachers. Most of all it might reduce our inclination to find "foreign influences" at work in crime, whether in the Irish sounding Hooligan, the Italian ruffian, the dago Teal or the West Indian street robber. To know about the continuity of street crime is to know about its thorough Britishness.

But if these explanations are shattered along with the myth of discontinuity, where may we turn for an explanation of the actual phenomenon? As Pearson makes clear, the real question is not so much how do we explain street crime but rather why is it this particular sort of crime which creates the demand for explanations? The somewhat predictable answer lies in the social location of this deviance - whether we talk of "rookeries" or "slums" or "inner cities". It is those crimes that are associated with the materially disadvantaged underclass which have provided the continuing thread within this history of respectable fears. Indeed, the function of the law and order debate may be the provision of a language in which successive generations can express their anxieties about any possible lapses in the evident social consensus of the country.

Oddly enough there are a few signs that politicians themselves are getting a little tired of playing the traditional law and order ticket. It can alter all around: particularly when the lack of any visible improvement in this area is brought home more vividly by the re-election of a government which posed the first time round as the party of law and order. An important straw in the wind may, for example, be the Home Office's recently published Crime Survey which explicitly sets out to reduce the fear of crime by citing comfortable actuarial statistics on the unlikelihood of anyone being robbed in their lifetime.

But, of course, in terms of Pearson's argument, such facts alone will do little to change any attitudes as long as they can still be happily located within the central belief that there can be absolutely no doubt whatsoever that things were a great deal better in the past when England was, well... England.

And while Pearson is an impressive social scientist, a sharp and intelligent critic of official and unofficial nonsense, there will need to be a great many more potentia of his calibre before we can talk of there being any real threat to that particular area of the national psyche.

A companion for Life

Anne Corbett on the discreet charm of Tintin

Recognizing a few years ago that there were two new languages I must learn, I went for the one I thought would be easier. Cartoon strips rather than computers. It also promised to be more fun. But, infuriatingly, while the under 12's were chortling away at the jokes and the cult references, I was the classic slow learner. I couldn't take in texts and drawings together.

My mistake was not to have started with the graphically readable Tintin, who, after all, excites the envy of any journalist, always finding himself on a good story and never having problems with deadlines. But there was another problem. I had subconsciously absorbed the image with which Melbuen presents *The Blue Lotus*, the Tintin story newly (and excellently) translated from the French: "Tintin 'the positive hero'... the boy scout... the principles a child picks up from these books are likely to be good...". Tintin fans will know better. The qualities which have made Tintin classics are

much less dull. *The Blue Lotus*, first published in 1934-35, and set against the 1931 Japanese occupation of China, has a special autobiographical interest as part of Hergé's testament of friendship to the boy Chang, whom Tintin rescues in the story (*Tintin in Tibet* is Part 2). But at the simplest level, it is a superb story, a tale of opium smuggling, international espionage and corruption (in which an Englishman behaves very badly). Winding through breath-taking plots and gags to its triumphant conclusion, it is another meeting with Tintin and old friends.

Other than the quiff-haired Tintin himself, we are back with a fed-up Snowy, his dog; the disavowed detective, Thomson and Thompson, falling down stairs and tripping each other up linguistically (Thomson: Good-morning, here we are at last. Thompson: No, I'm not. He still clings to the Taoist saying: "You must find the way." In his madness, he believes it is to cut off people's heads so that they can learn for

Costafore and her jewels and the absent-minded Professor Calculus are, however, later inventions. Tintin books are graphically rich and precise, presented with a simplicity which belies the skill and enormous amount of research which went into each of the 24 books Hergé wrote over a 55-year period (one was on the stocks when he died last March).

But the greatness of Hergé is that he can be read at several levels. Just like his character Tintin, he bridges time and space. Thousands of words have been written in France on his values, his encyclopedic knowledge which, for his and his reader's pleasure, ranged across history, geography, sociology, anthropology, science, philosophy and psycho-analysis. His linguistic daring. His graphic style: the successful comic strip authors available in France - Uderzo of *Astérix* fame, Fum, Franquin (who has produced the eminently translatable *Gaston la Gaffe*) and Claire Bretecher all claim to have been brought up in his shadow.

Hergé has been criticized for misogyny, homosexuality, sadomasochism and capitalism and racism. But he has also been praised for his sense of justice and liberty and his hatred of fanaticism.

What, however, emerges, unexpectedly, given some of the publicity, is the anguish and anxiety in Tintin's stories. Hergé's characters flit between sanity and madness, dream and reality. In *The Blue Lotus*, there is a tragicomic figure, Didi, who has been driven mad by poison. He still clings to the Taoist saying: "You must find the way." In his madness, he believes it is to cut off people's heads so that they can learn for

themselves (what a message for education!). It all seems a reflection of Hergé's own life, a product of a Catholic and Boy Scout upbringing. His first cartoons were for a Boy Scout magazine, and Tintin made his first appearance in 1929 in a Catholic weekly. But in middle life, Hergé turned to psychoanalysis and an interest in Taoist philosophy: a better prop for making a way through a complicated world, he once said in an interview.

Isn't that belief - that the answer has to come from man himself - which makes Tintin appeal to millions throughout the world? Isolated in the midst of storms, but triumphant in the end, with some good jokes enjoyed on the way: just the sort of person to have as a companion for Life.



BOOKS

Men and machines

Pioneers of Computing. By Gareth Ashurst. Frederick Muller £7.95. 0 584 11009 X.

Chips, Computers + Robots. By Judy Allen. Pepper Press £4.25. 0 237 45627 3.

Pre-Computer Activities. By Dorothy Diamond. Hulton Educational £3.50. 0 7175 1154 5.

Gareth Ashurst's *Pioneers of Computing* was, in conception, a good idea. To trace the development of machinery, and computers, through the lives of the projectors, from Napier in the sixteenth century up to John von Neuman who died in the sixties of this century, is a well-established method of conveying the concepts

embodied in the machinery in an easily absorbable way. Gareth Ashurst's *Pioneers of Modern Mathematics* was well received; the primary research has been published by Brian Rendell, Simon Lavington and others. So what went wrong? Simply, he does not himself understand the concepts that matter in computing and its history.

In a chapter on Von Neumann's contribution, the notion that the program itself can be stored just as the data can, even using the same store, is not mentioned. In a theoretical section, the role of the Turing Machine is quite misunderstood; what matters is that intuitive notion of "effectively calculable" has an objective correlative, that even very simple machines are universal in the sense that they can calculate everything that can be calculated and also that one can

pose apparently very simple problems that cannot be effectively decided by any set of rules for any machine. It is not easy, without a study of computer science, as opposed to a knowledge of mathematics, to have an insight into what mattered in the pioneers' work; they were rarely aware of it themselves.

Chips, Computers + Robots is a lively popularizing book, and, apart from the usual hardware bias, the material is well-selected and witty drawings accompany the text. But Nick Thirkell and partners, who designed the book, should be set to work out one of Turing's non-terminating calculations; in a book not six inches by six inches they have arranged Judy Allen's text in three columns so that only five words can appear before you have to switch your eyes down and left. Don't they

know how people read? I know that young children can use LOGO; I also realize that when children first "interact with a turtle" they should have already the skills of tapping a keyboard and reading digital read-out, otherwise they will have the extra strain and time-consuming difficulty of concurrently acquiring these subsidiary skills.

Pre-Computer Activities, however, talks down to the primary school teacher as I wouldn't to a four-year-old. If any primary teacher could not produce just its worthwhile a set of pre-computer activities with a week's thought, a look at a few popularizing books, and a memory of, say, some *Horizon* programmes, our primary schools would not be the lively places I've always found them to be.

John Laski

Test cases

Experimental Work in Biology. Combined Edition. By D G Mackean.

Teacher's Book. £4.75. 0 7195 4014 3. Student's Book. £3.95. 0 7195 4013 5.

John Murray.

The Blotab Book. By L Pentz. Johns Hopkins University Press £8.50. 0 8018 2512 1.

Biology teachers familiar with Mackean's *Introduction to Biology* will have met and used many of the experiments contained in this newly published *Experimental Work in Biology*. During the past few years, some of the nine topics included in the latter have been available, as individual packs, sold to schools.

The experiments are designed for pupils preparing for CSE and O level examinations. In the student's book there are nine sections covering: local anatomy; enzymes; soil, photosynthesis; germination and tropisms; diffusion and osmosis; transport in plants; respiration and gaseous exchange and finally, human senses. In each of these groups there are enough experiments to allow the teacher a reasonable choice while still providing children with sufficient work to achieve an adequate understanding of the subject. Clear instructions are assisted by good photographs. Accurate reporting of the results is encouraged by example and discussion questions provide a basis for critical appraisal of both methods and conclusions.

All one might expect, the teacher's book details all the chemicals and apparatus needed, with

directions for preparation of relevant reagents. In addition, under the title of each experiment Mackean includes suggestions for prior knowledge and advanced preparation, apparatus required per group and even answers to the discussion questions.

The *Blotab Book* contains 26 laboratory exercises for those who have passed the O level stage. Pentz is an innovative, enthusiastic teacher, who has written these informal notes for his students in an attempt to make class biology a stimulating and enjoyable subject. The text is presented in the italic hand style of the author and illustrated with his own pen and ink drawings. These latter include traditional biological diagrams and apt cartoons to reinforce the point. The literary style is informative, humorous and personal.

Its contents and their arrangement do not follow the conventions usually adopted in British textbooks and the dissection of a "fetal" pig is unusual here. Much of the space is devoted to zoological matters, although some biochemistry, genetics, botany and behavioural aspects are covered. Even though the subject material is designed primarily for American first year college students, and in spite of a possible price disadvantage, adventurous and enthusiastic British A level teachers will find the approach and information contained in many sections both stimulating and exciting.

Jean and Peter Baron



Member of the genus one of Richard Orr's atmospheric paintings from *Mammals of Britain and Europe* (Pelham Books £14.95). The text of this lavishly illustrated volume (to be sold in aid of the World Wildlife Fund) is by Joyce Pope, who systematically presents the biology, habits, behaviour, feeding and breeding patterns of everything from shrews to polar bears.

Facts, figures, stories

The Newnes Historical Atlas. General Editor R I Moore. Edward Arnold £7.95. 0 7131 0812 8. A Map History of Our Own Times. By Brian Catchpole. Heinemann Educational £3.75. 0 435 31099 2.

These two atlases are crammed full of fascinating information. Much of it, perhaps, will never be of much use; but there it is, nevertheless, cluttering every page: kaleidoscopic colour for Newnes (formerly Hamlyn), with ideogram upon cross-hatch over layer on top of this shading; black, white and tasteful greys for Brian Catchpole's latest, with facts, figures, stories, comments and useful drawings packed away in little boxes and littered over every map.

R I Moore ambitiously tackles the whole vast field of human experience, with less space and fewer resources at his disposal than Geoffrey Barraclough enjoyed for *The Times Atlas*. Essays and maps are alike broad-ranging, tight-packed and enlightening, though the two are often quite deliberately out of step. Do the maps in fact "encourage the reader to linger and ponder... stir his imagination as well as inform him", as the editor hopes? Certainly the density and novelty of the material compel slow and careful study. At their best the maps are clear and large-scale, but some physiographical detail makes confusingly with assorted social, cultural, political and economic data. Political divisions tend to tangle with the vegetation, while a typical spread cheerfully attempts to show simultaneously the trade, industry, religious movements, international conflicts, popular unrest and population statistics of three or four centuries. Still, with a little care you can usually sort out the information you seek, and you will find it presented reliably and vigorously; if less, that is, you want to know about the achievements of ancient Greece or modern Russia.

Brian Catchpole's concern is with current affairs rather than recent history, which he has in any case covered pretty thoroughly elsewhere. Here, text and map-work in close collusion in a tour of world trouble spots. The maps are splendidly clear, serving to support information rather than give it; we are shown many international boundaries but no distribution of, say, Catholics in Ulster or Shiites in the Middle East. Time-space geographical coverage are all rather haphazard; though the range is "From the 1940s to the Present Day", Suez in 1956, Cuba in 1962 and the Six Days War in 1967 are barely mentioned. Rastafarianism in Jamaica and miscellaneous protest in New Zealand, though, the problems and changes in Spain, Portugal, France, Italy, Germany and most of the Balkans are totally ignored. The browser, though, will find common surprise, and many a half-glimpsed newspaper paragraph reassured in proper context. This is a very useful guide to some events in the world's recent past.

Tom Corle

Naturally

My Favourite Nature Encyclopedia. By Leonard Moore (Hamlyn £3.95. 0 245 36605 7) provides an ideal introduction to the subject for 7-11 year olds. Information on plants is presented on clear double-page spreads with accurate and attractive colour illustrations.

R C Verdon

BOOKS

Creatively speaking

Art Education: Heritage and Prospect. Edited by Anthony Dyson. Bedford Way Papers 14. University of London Institute of Education. (Heinemann) £2.25. 0 85473 149 0.

"Art uses material media," but like all creative activity, "it draws on the whole range of human experience". Louis Armand Reid, like other contributors to his booklet, is concerned that art education should be not just the teaching of skills, but the study of the preoccupations and endeavours of artists in the long history of humanity's love affair with image, form and colour. The problem is that many art teachers themselves haven't studied much history of art in their training. Nobody teaches it or creative writing without having read much literature, but they do apparently teach art skills without having studied much of the historical and critical approach, says Professor Reid. "Art yields its own kind of knowledge. Participation in art is an illuminated form of living."

Other articles argue for the need to avoid inculcating - often without realizing it - standardized procedures and safe stereotypical judgments (a "good" painting takes longer, has more parts, more accurate drawing, and is pronounced good by

the art teacher), and for more 3-dimensional and tactile art, particularly pottery. There is a consensus among all the contributors that the "mythology" of the innocence and vision of child art that could be ruined by training, has had its day.

Finding and Helping the Able Child. Edited by Trevor Kerry. Croom Helm £12.95. 0 7099 1514 4.

This collection of papers argues that teachers of mixed ability groups both can and should make specific provision for able children. Able children can often be identified, says Joan Freeman, by their ability to learn easily, their high achievements, well-developed conceptual skills and wide general knowledge. This sounds very much as though they're doing all right anyway, but the trend to spend more time with slow learners than with fast ones means that bright children, though high achievers, are less likely to fulfil their potential. Some slip the net or their moorings, become bored and opt out, abandon curiosity in favour of social acceptance, or suffer feelings of isolation and become social misfits. Some strategies are discussed here for helping able children avoid these problems within the context of the class curriculum at both primary and secondary level.

Jessica Saraga

Matters of taste

The Eighteenth Century. Art, Design and Society 1689-1789. A documentary history of taste in Britain. By Bernard Denvir. Longman £6.95. 0 582 49143 6.

"Taste," wrote the Earl of Shaftesbury, "is a peculiar relish for an agreeable object." And so it was in the eighteenth century when the tastes were tempered by reason. The resultant sensibility encouraged a taste for Old Masters and wall-paper designs, gardens and pottery, producing an era of univocal domestic elegance. In this age of order and decorum, Mrs Delany commended Lord Bute's house at Luton for having "no extravagance of fancy" (the gliding was slight and the ceilings not loaded with ornament); Pope flattered Lord Burlington in an encomium that placed the need for sense before taste and elegance. Rationalism extended even to staircases, which, according to Batty Langley's *The Builder's Chest Book* (1727), should contain an odd number of steps so that the climber begins and ends on the same foot.

It is details like this that make the remote and aristocratic eighteenth century suddenly very tangible. Bernard Denvir in this, the first in a series of four books, brings together a selection of period documents ranging from letters and state documents to bills, auction records and advertisements. They deal not just with taste but also the practical circumstances surrounding its implementation, providing an insight into the relations between patron and architect, artist and institution. They touch on what motifs are appropriate for funerary monuments and domestic elegance. In this age of order and decorum, Mrs Delany commended Lord Bute's house at Luton for having "no extravagance of fancy" (the gliding was slight and the ceilings not loaded with ornament); Pope flattered Lord Burlington in an encomium that placed the need for sense before taste and elegance. Rationalism extended even to staircases, which, according to Batty Langley's *The Builder's Chest Book* (1727), should contain an odd number of steps so that the climber begins and ends on the same foot.

Bernard Denvir's scholarly introduction vividly recreates the historical context surrounding these documents. He reminds us that much concerning the art world as we know it today took root in the eighteenth century: exhibitions of contemporary art began and art criticism became a regular practice; the Royal Academy was founded and the British Museum opened, aiming its storehouse of knowledge at "the learned and the curious", only ten of who were allowed in at any one time. Meanwhile, rising standards of living increased the demand for domestic goods and improved their level of design; and a massive building programme transformed a still largely medieval London into a modern metropolis. Economic growth also encouraged collecting which, combined with the tradition of the Grand Tour, helped make England one of the treasure houses of Europe. To read this book is to be reminded of our heritage, of our debt to the eighteenth century's lucidity and good sense.

Frances Spalding

Setting the stage

Drama: An Introduction. By G J Watson. Macmillan £12.95. 0 333 32452 8. £4.95. 32453 6.

G J Watson's book "is aimed at students working for A level examinations and should be useful for first-year university students of English". He aims to offer them "a livelier critical understanding of the drama, its history, its theory, its practice, its forms, its language, its social and cultural context, and so on by working upwards towards them from individual plays, rather than by working downwards from abstract general theory". On those terms, the author has lived up to his principle, as eloquently as that.

In the midst of a section devoted to Aristotle's *Poetics*, the author asserts that "the play is simultaneously old: information on ancient drama is presented on clear double-page spreads with accurate and attractive colour illustrations."

performance precede a reading? A play is conceived for the stage, whose shape, space, scenic devices and lighting fundamentally affect the dramatic presentation by the actors under the guidance of the director. A play's initial impact should be verbal and visual, its meaning conveyed to ear and eye. A stage performance should not "send us back to the text" but introduce us to it. Drama comes to life on a stage. Reading the text is a secondary step, surely.

Admittedly, study for state and university examinations may not allow for that. The study of drama tends towards academic definitions of comedy, tragedy *et al*, which G J Watson here neatly packages for consumption by candidates on the examination treadmill - lit crit on play texts. In doing so, however, he is forced to bypass the drama of the medieval stage, whose affinity to Brechtian theatre is, alas, unexplored.

Sophoclean tragedy is divorced from the implications of amphitheatre staging; Shakespeare and Jonson from the performance practice of their day. The opening chapter on "The Nature of Drama" is too perfunctory to establish such connections.

Drama: An Introduction seems conceived by its publishers for an international student market. Hence, presumably, the many references to African, Malaysian and Australian plays which, while they may help sales abroad, are unlikely to benefit British students, unable either to acquire the alien texts or to experience the plays in performance. Mr Watson's book fails to introduce drama, let alone convey the excitement of live theatre, but as a critical gloss upon selected dramatic texts for tired teachers and short-cutting students it fulfils, I suppose, a need.

David Blewitt

Out of court

An Ungovernable People: the English and their Law in the Seventeenth and Eighteenth Centuries. Edited by John Brewer and John Styles. Hutchinson £6.95. 0 09 138201.

This is a welcome paperback of a pioneering collection of essays on the clash between the popular understanding of justice and the legal system imposed by the courts.

The contributors discuss the price and shipment of grain, the building of turnpike roads, the imprisonment of debtors, the ways the law was enforced in village communities and the manner of the circulation of counterfeit coins. It is one of those books which, by providing intensive studies of particular times, places or activities, accumulates a quite new portrait of a whole historical period and its preoccupations. For teachers, especially, looking for the kind of fields where projects on some researchable local phenomenon can illuminate much wider issues, there are many very suggestive models.

Colin Ward

Biology for You. By C Smallman. Book Two. Hutchinson £3.25. 0 09 14131 9. Biology 11-13. By M B Roberts and P J Mawby. Longman £3.95. 0 582 51037 7.

Clare Smallman's work is the last part of a two-book course specifically designed for CSE candidates and One was published and reviewed in *The TES* in 1981.

Book Two, continuing the previous functional theme and layout, covers the remaining syllabus subjects, like movement, the senses, coordination, transport systems (including that of the bloody water and wastes, but with quite a lot of space also allocated to the variety of organisms and reproduction in plants and animals. The latter section contains the near mandatory information on contraception and the traditional venereal diseases. Though in view of recent developments, it would probably have been worth expanding this to cover all sexually transmitted diseases (STD).

Signs of life

like Herpes and Pediculosis of the genitalia. The text also considers genetics, including a mention of genetic counselling, particularly in connection with Down's Syndrome and related parental decisions. Finally, evolution and classification are dealt with.

Each section has a summary and material presented, and at the end of the book there are 23 CSE-type questions to provide practice and experience for the candidate. The well-balanced language, clear diagrams and touches of humour make this a worthy companion to Book One.

Longman Science 11-13 series, which also includes texts on physics and chemistry, is intended to be an introduction to the subject and to CSE and O level courses.

It makes use of children's natural curiosity by encouraging them to live and let live, the pieces where animals mess about, sorting, naming and the use of keys follow. Then comes the introduction of the microscope, with the examination of cells leading into sections on asexual and sexual reproduction and animal life cycles. A study of plant nutrition, reproduction and growth is followed by a guide to population studies: how to take a sample, the distribution of living things and the interactions between organisms. Final chapters deal with the human animal in terms of nutrition, respiration, response, reproduction and the environment.

Each of the 19 chapters has a similar format: information, pupil experiments, questions for class discussion, homework assignments and, in some, background reading taken from the works of other writers and designed to extend pupils by their own efforts. Three appendices, containing book lists, units of measurement, complete the work.

This book contains numerous diagrams and good quality photographs to back up the text, which includes a variety of experiments which need a minimum of equipment and are generally well explained.

Jean E Baron

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BBC PUBLICATIONS

Put to the test

Elizabeth Hoadley-Maidment on an examination scheme designed specifically for ESL students

English as a Second Language (ESL) is now a well-developed field of language teaching, catering for students who live permanently in Britain and who need English for many everyday activities. As such, ESL can be distinguished from English as a Foreign Language (EFL) in terms of its approaches, range of provision and the constraints upon it.

In ESL priority is given to developing students' self-confidence and communicative skills so that they can cope with the many different situations in which they find themselves using English. Syllabuses are based on an analysis of the students' needs; not simply to manipulate language forms but also to understand the culture and society in which they are living. The overall aim is to enable them to play a full part as they want to in British Society. Great emphasis is therefore placed on interesting fluency and general communication and much less on attaining accuracy in spoken and written English. The skills the students have already developed, both as adults coping with their own lives and as language learners, are acknowledged and built on with language being taught in contexts that are immediately useful to them.

Since individual needs vary greatly, a wide range of ESL provision has now been developed: from one-to-one tuition in the home, through easily accessible classes in the community, to special purpose courses such as industrial language training, classes for the unemployed and courses for younger people wishing to enter mainstream further and higher education. Provision is found in both adult and further education and there are also MSC funded courses specially designed for second-language speakers.

Until relatively recently, teachers have not felt that formal tests and examinations were a priority for ESL students. Since students may be forced to dip in and out of courses as their personal circumstances change, approaches to syllabus have been flexible with teachers selecting material that is particularly relevant to the class needs rather than teaching a formal text-based course. There is now a growing awareness, however, that many students would like the opportunity to take a formal test.



either because they wish to enter mainstream education or simply so that they have some certificate of their level of attainment.

Existing examinations fall into two categories: those designed for native speakers and those for EFL students. Neither have proved very suitable for use with ESL students for a number of reasons. While ESL teachers will always wish to encourage students to enter examinations designed for native speakers wherever possible, because these have credibility with employers and employers, many second-language speakers are discriminated against by two aspects of them; the marking systems which often heavily penalize inaccuracy, and the culturally-bound nature of much of the content and questions. Students may find themselves unable to answer questions, not because they lack language skills but because they do not understand the concept or cultural assumptions underlying them.

Examinations for EFL students also present difficulties because their content is usually drawn from Western European culture and frequently reflects the concerns of young, usually well-educated students whose interest in British life is as tourists, business people or students. Another problem is that while EFL examinations are often considered basic qualifications for jobs abroad, their credibility with employers in this country does not compare with mainstream examinations such as O levels.

As a result of these disadvantages, the Royal Society of Arts has developed an examination scheme designed specifically for ESL students, drawing on the best ideas from its new scheme for EFL students (the Communicative Use of English as a Foreign Language; see TES 24.6.1983) and on other work the Board has done in the area of continuous assessment

and profiling. The RSA has a long connection with professional development in the field of ESL, with a well-established, in-service teacher qualification recently retitled the Diploma in Teaching English as a Second Language. In Further, Adult and Community Education, and the newer Initial Training Certificate in TESL for those who have shown commitment to the field but lack formal training. These two schemes, which are now taught in a number of I.E.A.s, have done much to push forward the development of ESL approaches, methodology and materials since the formats they use include substantial opportunities for project work and individual research as well as a strong emphasis on the development of practical teaching skills.

The development of a scheme of examinations for students is, therefore, a valuable development in the field. The scheme is still in its early stages and is being piloted in 1983-84 by a limited number of centres in different parts of the UK. It has been designed for use primarily with adult students although it will also be suitable for use with 16 to 19-year-olds studying in further education colleges.

There are three main features to the examination scheme: the range of skills being examined and the assessment combined with a terminal test, and the range of content to be covered by classes working for the examinations.

The range of skills has drawn on the model developed in the RSA's new "Communicative Use of English as a Foreign Language" examinations. Thus the examination will be available at three levels: Basic, Intermediate and Advanced, and across four skills: listening, speaking, reading and writing. Students will be able to present themselves at different levels in diffe-

rent skills or may choose not to enter for reading and writing. This is particularly useful as ESL students' literacy skills are often at a very different level from their oral skills. As with the CUEFL examinations, students will be assessed on their mastery of specific micro-skills, eg reading a variety of simple text types, and the material used for testing may not differ much from one level to another.

The use of a combination of continuous assessment and a final test will, it is hoped, enable students to demonstrate their progress and attainment within the secure environment of the classroom, while having this confirmed by a final test that is common to all candidates. The two sections will be weighted in favour of the continuous assessment. Profiles will be kept for each skill and students marked on these by their own teachers.

Finally, the particular context in which ESL is taught is built into the scheme through the concept of "areas of use". These range from social interaction to dealing with official and semi-official bodies and use of the media. Twelve items are available and items for the final test will be based on these. It is felt that this approach will mean that, while ESL courses will continue to be flexible and to respond to the changing needs of the students, students will at the same time be able to gain official recognition for the language skills they have acquired.

Elizabeth Hoadley-Maidment is Deputy Director of Language Schemes, ILEA. She is Chief Examiner for the RSA's Diploma in the Teaching of English as a Second Language in Further, Adult and Community Education, and a member of the RSA Working Party on ESL Examinations.

Can't explain

The Your English: A Course in English as a Second Language by Bridget Beech, Charles Hoadley and Marianne Mosell. Hodder and Stoughton. Teacher's Book £5.25, £4.11 254408, Workers' £1.75, 254394.

This is one of the few general ESL coursebooks for adults modelled on a format similar to that of coursebooks for foreign students of English. Looking through the materials one can easily see why there are few courses of this type: they do work. In the standard way, functions are selected, and the syntax and lexis of these indicated - so far so good. But the guide to presentation of this language in the classroom completely ignores just about all of the problems that a teacher will encounter in trying to set a simple language task within a clear unambiguous context, for a class of beginners.

The teacher is constantly given instructions such as "Teach... 'Explain'..." without concrete suggestions as to how to do this, apart from references to a short list of visual aids that one could use. The assumption seems to be that teachers can simply explain to a class what it is that they are required to do, before embarking on an activity; this is ludicrous, and students could understand such explanations, there would be no point in their doing an activity designed to teach them simple language functions. For example, in one unit, the teacher is told: "Explain that you are a doctor and are giving the student a prescription to take to the chemist; get some medicine. Use a piece of paper for the prescription."

Not only the presentation of situations, but also some of the situations chosen, seem rather dubious. For example, the teacher is instructed to ask students to bring their passports to the second lesson. In practice "Arrival at the Airport" as any ESL teacher will know, the students may be highly suspicious of the teacher's request and are unlikely to want to do the task. The course claims to be suitable for teachers with relatively little training, such as volunteers, as well as experienced teachers; but the latter would not gain much new from it, while the former would be ill-advised to try it. There is, however, one merit of the book, and that is that the two sets of exercises in the workbook, one for students with reading and writing skills and one for those without, are very useful for classes with mixed literacy levels.

Charlotte Greig

Second time around

Charlotte Greig reports on ESL provision for adults in London

The forms of ESL provision available to adults in Britain are in a state of evolution. This is partly because, in contrast to primary and secondary schools, systems have had to be developed to identify groups of second language speakers and bring them into the provision in the first place. Moreover, the schemes themselves have had to respond to changes in immigration patterns and wide differences in students' social and employment needs, and to devise language programmes that will correspond to these. The sheer complexity of the task, and the difficulty of adapting adult and further education services to meet these demands, may explain why, in some areas of the country, ESL has failed to make an impact on education for adults; but lack of political commitment to introduce ESL into the mainstream of post-school education has also played a part.

Some local authorities, however, have managed to establish language schemes within the existing adult education structure, and are currently expanding specialist ESL provision in colleges of further education. In particular, the Inner London Education Authority is pioneering new courses for students, teacher training programmes and resource materials.

The authority runs more than 45 per cent of the total ESL provision in the country, and this in the context of a very complex population of immigrants, migrant workers and refugees. (A recent survey showed that no less than 131 first languages are spoken in ILEA's schools.) More than 12,000 students have been brought into general classes and home tuition schemes via a network of referrals from ILEA outreach workers and statutory and voluntary agencies, a high proportion of these students being women. The next move is towards providing more specialist and linked skills classes in which ESL tutors work with skills tutors, giving students language back-up. Linked skills classes have the educational advantage of teaching students to use language through learning a skill, but they also give students access to a range of classes on offer for native speakers.

At borough level there are now also "life and language" courses which are designed to teach cross-cultural communication to health visitors, social workers, and others in contact with ethnic minority groups. Each course teaches the basic elements of a language (for example, Bengali or Vietnamese) and covers cultural issues. Also on a local level, borough coordinators aim to provide organizational back-up for ESL teachers so that students can be referred, where appropriate, to other courses in adult and further education.

The Language and Literacy Unit plans to intensify ESL input into further education colleges, either as a component of training and skills courses or as initial foundation courses for second language speakers seeking further education and training. The specific needs of mature students, such as refugees, who already have skills but need the language and formal qualifications to work in Britain, have also been highlighted. For this group, linked skills courses such as "ESL and Electrical Engineering" (in Brixton College) and "ESL and Welding" (in Hackney College) are now running. Courses for the 16-19 age group include schemes



for new arrivals in Britain, and schools/college link courses for "late arrival" school leavers, to introduce them to the range of options in further education colleges. At some colleges there are now O level foundation courses in ESL, which are either general or subject-specific. In addition, some colleges have introduced ESL study skills courses and "language support" schemes for students already on O level, A level, and City and Guilds courses. Access courses, which prepare students for higher education, now include a one-year course for Bengali students at City and East London College leading to the BED at Avery Hill College.

Coordination is essential within further education colleges so that teachers who identify language problems as the reasons for students' failure will be able to provide language support either within the college or in an adult education class. Coordination between schools and colleges is also necessary so that second language speakers have as much chance of getting onto courses as native speakers. At present, borough coordinators are working with ILEA's career service to provide back-up where necessary for students on the Youth Training Scheme.

While the Manpower Services Commission has funded some courses with an ESL component in further education colleges, such as the "introduction to work" courses, their specifications for the new YTS do not include provision of ESL as a back-up to training programmes. In the scheme, it may be that where employers or training centres contract out "life skills" courses to further education colleges, ESL support will be given as part of the package; however, there is no guarantee at all that this will happen. Indeed, it appears at present that ESL classes who do a one-year foundation course to take them up to YTS level will be too old to take part in the scheme; and yet without language skills they are likely to fail on the entry requirements for the scheme.

In 1975, the ILEA and the Royal Society of Arts pioneered the "RSA Certificate in the Teaching of English as a Second Language in Further, Adult and Community Education", which did much to upgrade the status of ESL teachers and to establish higher standards of practice. The RSA certificate is now run in several centres

in different parts of the country and has also been set up in Australia. Besides training teachers for the certificate, the authority runs a large number of in-service training courses and workshops, both for volunteers and paid teachers. The Language and Literacy Unit has recently set up the first course for bilingual teachers in ESL for adults. Devoting such a course was prompted by the wish to encourage more ethnic minority teachers to enter ESL, and by recent recognition of the role that the mother tongue can play in the learning of English.

New approaches to publishing materials will be necessary to keep pace with the rapid developments in ESL. Modest resource packs which can be easily augmented with local materials and constantly updated are often more useful than the less flexible glossy textbooks. In general, commercial publishers have responded slowly to changes, and since ESL cannot compete with EFL in terms of markets abroad, publishers have had little incentive to produce new ESL material. Much of what is available, in the form of resource packs and handbooks, comes from the National Extension College, who have recently published an imaginative "Mother and Baby" pack, discussing cultural and political issues, and a "Linked Skills Handbook" is planned for teachers. ILEA's Learning Materials Service have recently produced a "Workseekers" pack and a very useful "Into School" pack for parents whose first language is not English and who need to learn about the schooling of their children in Britain. In addition, the Language and Literacy Unit has launched "Issues in ESL", a collection of occasional papers.

In 1985-86 central government will be able to introduce cuts on local authority spending, and it seems likely that ILEA will be faced with cuts in adult education; how ESL will be affected is not clear. It is certain, however, that demand for ESL classes will continue to rise. Government legislation to curb immigration has not decreased this demand; in fact, the enormous expansion in ESL provision since the mid-1960s should not obscure the fact that the numbers of ethnic minority groups living in Britain are not reflected in attendance at classes. If ESL provision is reduced, the substantial percentage of second language speakers that do not at present take advantage of the provision may never do so.

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Mexico way

Language and Culture in Conflict: problem-posing in the ESL classroom. By Nina Wollstein. Addison-Wesley £7.70, 201 08290 X.

In this book the author discusses the issues raised by her experience of teaching in a community project set up for Mexican immigrants in California. The teaching in the project was based on an approach that Paulo Freire developed for Brazilian slum dwellers on a literacy programme in the sixties, known as "problem-posing". Freire encouraged students to name a problem that they encountered in their lives, to describe and explain their feelings about it, to generalize their experiences, and finally, to take some form of action to improve their situation. Here, the approach is adapted to ESL classes, and to the needs of Mexican immigrants in the US in particular. Part one describes the teaching techniques of the approach, and part two sets out

curriculum units.

The success of such an approach may well depend on several factors, such as having bilingual teachers and class groups with a single first language and a reasonable grasp of English. The curriculum units refer to a specifically American context and would have to be adapted for students in Britain.

Also on a local level, borough coordinators aim to provide organizational back-up for ESL teachers so that students can be referred, where appropriate, to other courses in adult and further education. The Language and Literacy Unit plans to intensify ESL input into further education colleges, either as a component of training and skills courses or as initial foundation courses for second language speakers seeking further education and training. The specific needs of mature students, such as refugees, who already have skills but need the language and formal qualifications to work in Britain, have also been highlighted. For this group, linked skills courses such as "ESL and Electrical Engineering" (in Brixton College) and "ESL and Welding" (in Hackney College) are now running. Courses for the 16-19 age group include schemes

RESOURCES

GIPSI (Griffin Programmable Scientific Instrument), £149, excluding carriage and VAT, from Griffin & George, Frederick St, Birmingham B1 3HT (tel 021-236 2552).

VELA (Versatile Laboratory Aid) £180, excluding carriage and VAT, from Educational Electronics, 30 Lake St, Leighton Buzzard, Bedfordshire LU7 8RX (tel 0525-373666).

Until recently most measuring instruments in schools were to be found in the physics department and many would have seemed familiar to the physicists of 50 years ago. The last decade has seen a gradual introduction of a wide variety of electronic devices and most science departments could now measure quantities ranging from the acidity of a solution to the intensity of noise in a disco. Microcomputers have also arrived on the scene and most of the major equipment manufacturers produce interfaces of varying expense and complexity, which permit the user to program measurements and to process and display the results.

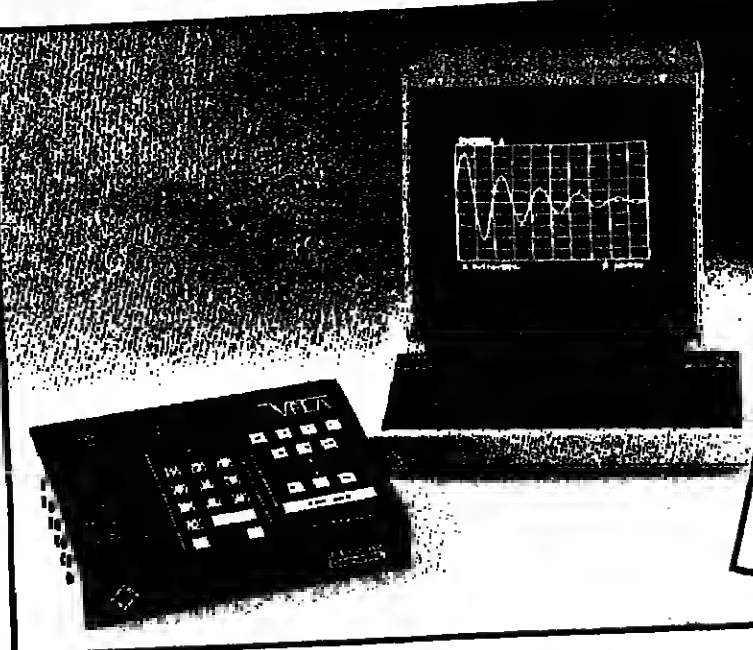
Problems arise with the cost and availability of computers and the time-consuming task of wiring up a number of discrete units. What the science teacher wants is a single unit with built-in keyboard and display, which can easily be programmed to perform a wide variety of tasks; which can be used by pupils with a minimum of training; which has a wide range of plug-in probes and a minimal price tag.

The first two commercial instruments have now entered the market place: the GIPSI (Griffin Programmable Scientific Instrument) from Griffin & George and VELA (Versatile Laboratory Aid) designed in the Physics Department of Leeds University and marketed by Educational Electronics. Both offer the advantages and versatility conferred by the use of a microprocessor as a programmable element and both have integral displays and keyboards, but they differ widely in the way they will be used, although planned extensions to each will, if all implemented, eventually produce two systems of almost identical capability.

GIPSI is housed in a high-impact plastic case, designed to stack both with itself and with large peripherals. The keyboard is of the touch-sensitive variety in common use on low-cost equipment and the display is a liquid crystal type familiar from digital watches and modern calculators, capable of displaying both numbers and letters in very readable form. Overlays are provided to show the function of each key when the machine is programmed, a useful facility for less skilled users.

In its basic form GIPSI has the ability to measure and display digitally two channels of information as voltage, current or resistance. The ranges offered are not very comprehensive, and plug-in boxes must be used to extend current measurements. Measurement is rapid, of the order of 30 microseconds with good precision, better than 0.0025 per cent of full scale. The real power of the instrument is shown by the fact that the user can enter an arbitrary zero point on the scale for differential measurements and also a multiplier which is then applied to all readings. To take a simple example, a thermocouple can be plugged in, immersed in ice and the reading set to zero. The second fixed point can be set by placing the probe in boiling water and setting a reading of 100; thus making the display read directly in degrees Celsius.

GIPSI is fitted with a socket into which can be plugged either program modules or interface modules. The programs are permanently recorded and are transferred into the main unit



Tom Mead compares two programmable scientific instruments

on command, after which the cartridge can be removed and used to program other units. It is alarming to see that the GIPSI includes only meter software with the basic unit, and extra program modules for such purposes as counter / timer-use cost some £30 each. The fact that they can be used to program a class set of machines will not console a school which can afford only one GIPSI.

Other units contain both program and interface circuitry for various measuring devices produced specifically for GIPSI, including loud cells, pH probe, oxygen probe and radioactivity measurements. These are more expensive than the program modules, but generally cheaper than buying complete instruments. It is also possible to use existing instruments with GIPSI in multimeter mode, but all this

offers at present is the ability to use the scaling facilities.

Planned extensions to GIPSI include provision for data recording, large screen display and computer data link, but firm details of dates and prices could not be obtained. The system has a low power consumption and battery-powered operation is possible for field use or for measurement of human physiological parameters where complete isolation from high voltages is absolutely essential. Construction uses very modern devices and techniques, and any servicing that requires more than the replacement of a fuse will need to be returned to the manufacturers. A replacement scheme is intended to supply a working instrument by return of post - a sensible move since the failure of the measuring device means

that the peripherals can't be used.

VELA is constructed like a battleship in a welded case made of substantial steel sheet, bearing a touch-sensitive keyboard and a seven-segment light-emitting diode display which lights the ability to display most letters and can be difficult to read in bright light. No keyboard overlays are provided, and each key always performs the same function. The instrument is provided with four input channels, capable of measuring voltage only, with a precision of more than 0.5 per cent of full scale. Manual range switching is provided but does not affect the display. The commencement of operations can be triggered manually, externally or from the signals themselves. Two outputs are provided, an analogue port with synchronization facility for connection to oscilloscope, chart recorder

Questions of taste

Taste: an exhibition about values and design. Bolshoihouse project at the Victoria & Albert Museum, Cromwell Road, London SW7 2LR. September 14 - November 24. Sunday 2.30 - 5.30 pm. Monday - Thursday; Saturday 10.00am - 5.30pm. Entrance free of charge.

Taste is predominantly a way of putting other people down, a device for regulating society, a form of ego-assertion, a prop against anxiety. If you like Russell Flint and I like Joseph Beuys, I'm superior to you. If you like Alibonni and I like Johann Strauss, you're superior to me.

Of course it's all in the head, and in the last quarter of the 20th century the situation is extremely complicated, full of traps for the unwary. A wave of cultural ecumenism has produced a series of baffling reversals. The walls of Nensden terrace homes are adorned with Van Goghs and Picassos, while flying ducks proliferate in SW3. Garden gnomes, once indicative of the lowest level of

There's no accounting for taste - or is there? Bernard Denver visits the V&A to find out.

aesthetic sensibility peer coyly through the fern of Hampstead Garden Suburb, and records of the late Count McCormack singing Pons Angelicus are as sought after as the latest John Cage.

The problem is that if you talk about taste or try to define its latest manifestations, you are destroying its *raison d'être*, for its very essence is that it is an arcane quality which, if made explicit, could never be used for dividing the sheep from the goats.

It is, therefore, a good thing that the Conran Foundation has mounted at the Bolshoihouse in the Victoria and Albert Museum an exhibition about values in design. It poses some questions about taste, even if it does not answer them. It is immensely stimulating, relevant and enjoyable.

Never before have so many different objects of so diverse a kind been accumulated in such close proximity to each other: bins and bicycles, table-legs and washstands, cameras and couches, the Venus de Milo and Snowball hollies.

One of the themes emphasized in the exhibition is how covers manifestations drawn from two centuries of design - is the extent to which taste has, especially in Protestant countries, a marked moral undertone. To Shaw taste was a synonym of moral cowardice, but by emphasizing its "goodness", numerous writers have tried to

make it accessible to all, devising simple formulae which linked good taste with truth, honesty and virtue; bad taste with hypocrisy, ostentation and moral unreliability. Pugin, Ruskin, Tolstoy, William Morris, even Roger Fry, all had a stab at it.

But it never really worked, and although today Sir Terence Conran's Habitat offers "a sort of taste on trust", the goods on sale having been blessed by "a very discerning and informed eye". In many sensitive circles Habitat has become a pejorative adjective for those who have pretensions to a good taste they can never really acquire.

There are so many imponderables. Why, for instance, does one generation abhor the tastes of that immediately preceding it but adore those of the generation before that, just as children often get on better with their grandparents than with their parents? At what age does taste become operative in a human being's life? What is the relationship between taste and fashion? If there's one thing more than another that this adventurous exhibition does, it is to prove that of all ridiculous aphorisms, the most outstanding is *de gustibus non est disputandum*. Happily there is.

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teachers to integrate calculators into the curriculum. The sub-committee would be grateful for brief details of work by anyone using calculators in primary schools. Write to Mrs Gill Moore, The Mathematical Association, 259 London Road, Leicester LE2 3BF.

SIGHTS OF LONDON Early fire equipment, the torso of a Roman legionary soldier or a Victorian lamp-post depicting St George slaying the dragon can

or other equipment and a digital port for transfer of data to computer or printer. No software for scaling or zeroing is provided, and so a good deal of calculation needs to be performed to convert the voltage reading into meaningful units, a task of little significance to the adult but one which can cause difficulty with young pupils.

On the positive side, 16 programs are built into Vela, with the additional facility for entering user programs in machine code from the keyboard. The software covers basic operation as a voltmeter, four channel data recording at intervals from 50 microseconds to 999 seconds, frequency meter, single or multiple event timing, counting, statistics collection, waveform generation, control sequence production, number base conversion, dual beam conversion for oscilloscopes and data transfer to microcomputers.

Space is provided for the insertion of more program memory chips and further software is promised in the immediate future. Work is also in progress on the production of further experimental manuals and a book of user software.

Data gathered by Vela can be accessed one reading at a time via the keyboard/display or transferred wholesale to a micro for processing or display. The most remarkable facility is the ability to replay the data in analogue form to an oscilloscope for immediate viewing or to a chart recorder for permanent copy. Provided that 0.5 per cent precision is acceptable, Vela gives storage oscilloscope facilities at a very low cost, and should find ready acceptance in both industry and education.

Vela has no custom peripherals available at present. Either these must be constructed from the details given in the user manual or ordinary commercial instruments can be plugged in. A full set-up can compromise instrument, Vela, oscilloscope, computer, VDU and power supplies all connected together. It takes time to assemble.

The power consumption is relatively high at 0.8A/12V on the first batch of instruments, requiring a car battery for "portable" use. Work is proceeding on replacing the memory chips with low-power battery back-up types which will reduce the overall current requirement and allow data to be retained until dumped to more permanent storage. The design of Vela is very traditional, with standard integrated circuits used throughout. In conjunction with the superb technical manual it should permit local servicing. Details of production of user programs and of how to arrange that in EPROM so that they become part of Vela are also given. The user of Vela is large and comprehensive, covering both step-by-step operating instructions and a great deal of background theory.

As mentioned before, the two devices appear to be on converging courses in terms of proposed extensions, but in their present form they tend to cover different aspects of practical science. GIPSI alone easily into present teaching methods and into syllabus requirements and offers the teacher the ability to make rapid measurements in units of his own choice. Vela is much more revolutionary, since it opens up areas of measurement and study hitherto inaccessible to school science. This encounter has two main problems: firstly, the fact that teachers are managing quite well without it and secondly, the "Catch 22" of examination syllabuses which cannot require a topic or method until it is established, while schools will not acquire equipment until it is necessary for examination teaching. Initial interest and enthusiasm for Vela among teachers is very high. One can only hope that this will lead to a modernization of practical science teaching methods.

The Education Department, but it is hoped that this new venture may encourage handicapped people to venture into the museum alone. At present only four players are in use, though more may be funded in future.

The Museum of London is open Tuesday to Saturday 10.00 to 18.00 and Sundays 14.00 to 18.00. Telephone 01-600 3699.

New units

Accompany Me Cassettes Pieces from the Associated Board of the Royal Schools of Music examination works, 1982/3/4. A & R Promotions Ltd. Price £5.25. A Short History of Keyboard Music and Instruments BBC radiovision. Longman 0 7056 2502 8. Price £6.50.

Accompany Me cassettes are recordings of Associated Board set works for violin grades 1 to 5, played at performing speed with piano accompaniment. Each cassette contains all the pieces required for one grade, and each piece appears complete, three times consecutively, to obviate the need for constant rewinds.

Students are presumably intended to use the cassettes both for reference and for providing accompaniment to their own practising. To facilitate the latter, violin and piano have been recorded on separate stereo tracks so

Keyboard companions

Andrew Peggie assesses some new musical teaching aids

that, by adjusting the balance control on a stereo playback machine, the student can eliminate violin or piano as desired.

As reference performances, the cassettes are reasonably adequate, though a little more care in piano/violin unison might have been desirable on the grade 1 tape. Dynamics, moreover, are barely noticeable, such is the close recorded balance.

As educational aids, the potential of the cassette medium has scarcely been exploited. Up-to-tempo performances mean that the student will need virtually to have learnt the pieces before being able to take advantage of the cassettes, whereas the need for

recorded accompaniment is often greater (at a slower speed) during earlier learning stages. As the full-speed recordings, even in triplicate, take up no more than a few minutes, it would seem reasonable to repeat the process at a slower tempo. Other evidence of some lack of educational concern includes a tuning A at the beginning of each side, which is too short to be of much use to a young player and tapped "count-in" beats which would take even an experienced player by surprise: with an "unseen" accompanist, two or even four bars count-in are necessary. (Perhaps also, *Accompany Me* could engage the services of a more inspiring speaker to make the announcements.)

There is no accompanying material, other than what can be printed on the cassette sleeve, and it is a pity that the drawings of a violinist and pianist give a somewhat distorted impression of good posture. Perhaps with more active support from the Associated Board and more preliminary educational advice, the *Accompany Me* series could become valuable.

A *Short History of Keyboard Music and Instruments* is part of the BBC's Music Projects series, produced by Albert Chatterley and written in this case by Antony Miall. BBC radio transmits the text and musical examples, while Longman publishes the film strip and an eight-page booklet

containing the text and some additional information about the 32 pictures. Intended for 13 to 16-year-olds, the pack would make useful background for CSE or O level work.

The pack could in fact be used without the sound, and though this would deprive pupils of the musical examples, it might be no bad thing, as historical keyboards are notoriously difficult to record, and the resulting sounds rarely reflect the tonal subtleties of the instruments.

Verbal and visual material is interesting and directly presented, but scarcely deals with the music (in spite of the title) and stops short at the turn of the century. It is a pity that the pack has to be restricted by programme length; another 30 slides could have dealt with more recent developments in the keyboard family, with the advent of electronics. The entire pack might consequently have offered more value for money; eight short pages and 32 slides is not much for £6.50.

Magpie mementoes

Continuing our occasional series of museum reviews, Liz Heron looks at a sundry collection of items from everyday life and work in Cambridgeshire.



Cambridge and County Folk Museum, 2/3 Castle St, Cambridge. Tel 0223-355159. Open Tuesday-Friday 10.30-5.0pm; Saturday 10.30-1.0pm; 2.0-5.0pm; Sunday 2.30-4.30pm.

A Whitwind Deluxe, the latest in vacuum cleaners 63 years ago, stands next to a 1908 wooden model and an assortment of others, all hand-operated. Together with a 19th-century box-mangle, a pair of Victorian pressure-cookers (known as "digesters") and a collection of bed-bug, beetle, fly, rat and mouse traps, as well as sundry other household items from the past, they're in the Kitchen of the Cambridge and County Folk Museum.

The museum has one major problem: too much of a good thing. According to curator Richard Wilson, the museum just can't deal with all that it is offered by way of donations. These account for 99 per cent of its contents, and they don't stop coming. They average 200-300 items a year;



A Whitwind Deluxe, the latest in vacuum cleaners 63 years ago

anything from small objects to large pieces of furniture. Some of the latter have been refused for the simple reason that there is no space. Every corner of the museum's 11 rooms is filled to bulging-point.

Why are people so willing to add to the collection? The nature of the museum partly explains this magpie urge. In reverse. Since its purpose is to illustrate everyday life and work in the county of Cambridgeshire from medieval times to the 20th century, there is almost no limit to the variety of artifacts that might find a place here. And of course the date line at the modern end keeps creeping forward. In theory it should stop at the beginning of the Second World War, but some objects from the 50s and early 60s have recently been accepted.

One room is reserved for changing displays, so that some of the items in storage can be given a public airing for short periods. My visit coincided with a small exhibition of children's books which included crude examples of juvenilia propaganda like *The Treacherous Twins and How the Boers Were Beaten* (1900) and *Swollen Headed William* (1914).

Each of the other rooms is an emporium of curiosities on a particular theme. As well as the Kitchen, there's a room devoted to Cooking and Lighting - anyone interested in the Victorians' obsession with gadgets will find a truly representative selection here, like the ladies' boot warmer (circa 1870). There's a room on Trades and Occupations, with a fascinating array of shop signs over several centuries, including the chemist's stuffed alligator; the Cambridge muffin man's accoutrements are there too.

Two Children's Rooms display dolls, toys, games and schoolroom objects, mainly from the 19th century, though some are earlier. There are rooms on The Farm; The City and the University; Costume. The Domestic Crafts Room is a testimony to closely-circumscribed female creativity - bend-work, shellwork, paper canvas work, samplers intricately embroidered with stern moral sayings by young girls, and the patterns of the Cambridge lace industry.

The local dimension is strongly accentuated, particularly in the Pans and Folklore Room. It shows the kind



The Children's Rooms display dolls, toys, games and schoolroom objects, mainly from the 19th century

of paraphernalia used by tenworkers - tools for peat digging and cutting, eel gaffs and tongs, fish darts and other implements. It's also a showcase of local superstitions, like animal bones built into the structure of houses to protect the occupants from witchcraft. One - a horse's leg bone - was discovered in part of the museum buildings, originally a 16th-century inn called "The White Horse".

The museum was founded in 1936 as a result of a Women's Institute exhibition of "bygones". The "White Horse" has housed it ever since, expanding and adapting to accommodate the growing collection, while at the same time retaining its original architectural features. It now sees as many as 18,500 visitors pass through its doors in a year (many of them foreign tourists and students).

Last year between 3,000 and 4,000 children visited in school groups, but their numbers have been dropping because of cuts in extra-curricular activities. The museum is run by a private trust, though the building is owned by the City Council, which gives an annual grant. The curator justifies the admission charge on grounds of necessity.

My one criticism of the museum is its jumbled, overcrowded organization and the absence of clear chrono-

logical groupings. It means that there's no concern for local social history in the sense of comparing and contrasting daily life in different periods, and supplying some of the background of wider social forces. Even "folk museum" is a misnomer, since it suggests a non-industrial or regional craft-based emphasis and there is, in fact, no shortage of mass-produced exhibits.

A social historian with time and a research budget could really make more of this fascinating collection and build it into an illuminating searchlight on the everyday life of the past. Nonetheless, visitors can still learn a lot and derive a great deal of enjoyment from what there is.

Junior school teachers might also wish to invest in two packs of large coloured posters devised by Frank Plimmer. Each pack contains 24 pictures or maps, printed on card and illustrating key moments from the Old Testament and the life of Christ. Crossing the Red Sea is pure Cecil B. De Mille. Others look like colour plates from a 1920 *Children's Encyclopedia* or designs for Sunday School attendance stamps. This is sad: potentially the packs would be very useful but the Bible just doesn't look like this any more.

Gold star in the East

RE Handbook. Edited by Margaret Ashby. Book 2 January - March. Scripture Union £2.50. Macmillan Bible Pictures. By Frank Plimmer. Pack 1 The Old Testament. Pack 2 The Life of Jesus. Price £11.95 each.

"The material in this resource is offered as an aid to teachers of junior school children who wish to teach RE as thoroughly as their Victorian forbears." This is a somewhat unbalanced recommendation. Mercifully it continues "but with more enlightened methods and aims".

The resource in question is Scripture Union's *RE Handbook*, published as three termly booklets. It is unrepentantly Bible-based but, while many teachers will not wish their religious education course to be based exclusively on the Bible, few will be able to resist this practical and sensibly-edited anthology of lesson plans and worksheets.

Book 2 has been received for this review. It covers the Spring term and offers ten varied lessons which lead us from the boyhood of Jesus (no disguising his Jewishness here) to Jesus at school (where he learns about Abraham, Joshua and David), on to those who knew and helped him during Holy Week. Two sets of three pages of teachers' notes for each lesson define your aim, give you a check-list of material required, offer background notes and clear and precise suggestions about lesson presentation. Spoon-feeding, yes, but it is the sort of planning that would win you a distinction for practical teaching.

The middle section of the booklet consists of 24 simple worksheets, all varied and non-repetitive. Alternatives are provided for older and younger children and the notes are peppered with tactful reminders. "Do you know a Jewish family who might be willing to lend you any (prayer caps and shawls)?" More ambitiously comes the suggestion: "Could you surprise the class by dressing up in Eastern dress and telling the story as though you were Mary?"

This is a Christian publication. It is also open, educationally sound and the tone is apt. Even those who have previously hesitated to invest in materials from this publisher would be fools to disregard so many ready-made gold star lessons.

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David Self

CAREERS EDUCATION FOR A LEVEL STUDENTS

Write to: EARO, Resource and Technology Centre, Back Hill, Ely, Cambs. Tel: 0372 31111. For details of MAP, the new course materials from Cambridgeshire.

notes

IDEAS FOR PRIMARY CALCULATORS Following a recommendation by the Cockcroft Committee, a sub-committee of the Mathematical Association is looking into ways of helping primary school

teachers to integrate calculators into the curriculum. The sub-committee would be grateful for brief details of work by anyone using calculators in primary schools. Write to Mrs Gill Moore, The Mathematical Association, 259 London Road, Leicester LE2 3BF.

SIGHTS OF LONDON Early fire equipment, the torso of a Roman legionary soldier or a Victorian lamp-post depicting St George slaying the dragon can

now be appreciated by blind visitors to the Museum of London. A tape guide, giving information about more than 20 objects which individual blind or partially-sighted visitors can touch, is obtainable from the reception desk, together with a brief written guide for a sighted companion, if desired.

The Museum already caters for parties of blind or partially sighted visitors (contact

the Education Department), but it is hoped that this new venture may encourage handicapped people to venture into the museum alone. At present only four players are in use, though more may be funded in future.

The Museum of London is open Tuesday to Saturday 10.00 to 18.00 and Sundays 14.00 to 18.00. Telephone 01-600 3699.

Read all about it!

Scholastic Magazines for Teachers

Art and Craft

A monthly magazine packed with practical creative ideas for teachers who would like to take a fresh look at developments and techniques. **Art and Craft** is now in COLOUR. A full-colour poster each month will include a quarterly work of art with teachers' notes. Major series for the forthcoming year will be: creative needlework; colour; drawing and painting techniques; display. Some of the projects planned are: American pioneer days; cats; puzzles and games; canal and fairground art; theatre. On sale the fourth Thursday every month. Price 85p. Annual subscription by post £11.50 (UK) £13.30 (overseas).

Child Education

The monthly magazine specially produced for teachers of four- to seven-year-olds. Busy teachers find little time to research new ideas and resources. **Child Education** will help take some of the strain out of the year by providing a monthly package of practical articles, news and background information, together with colour pictures, posters, songs and stories to liven up the classroom. Topics to be covered this year are: the seasons; houses and homes; music; numbers and sets. On sale the third Thursday every month. Price 85p. Annual subscription by post £11.50 (UK) £13.30 (overseas).

Junior Education

The monthly magazine specially formulated for teachers of seven- to eleven-year-olds. **Junior Education** aims to assist teachers with curriculum development by giving ideas and information, including articles on classroom practice, current research and resources. A project theme is featured each month, with two colour posters, background information, sources lists and ideas for organization. Some of the themes for this year are: space; food; trees; Parliament; the Saxons; a in voices. On sale the second Thursday every month. Price 85p. Annual subscription by post £11.50 (UK) £13.30 (overseas).

Junior Education Special

A bi-monthly magazine designed to give help with major projects for teachers of seven- to eleven-year-olds. **Junior Education Special** is an exciting magazine that is brim full of colour with a giant colour poster and a four-panel frieze. It has a variety of material for children to use and an eight-page text section for teachers, giving up-to-date information and ideas. The subjects covered this year are: theatre; Christmas; flight; hedgerow; canals; jungles. On sale the second Thursday every other month. Price 85p. Annual subscription by post £5.90 (UK) £7.80 (overseas).

Child Education Special

The bi-monthly magazine on selected topics for teachers of four- to seven-year-olds. Resource material on popular subjects is provided by **Child Education Special**, with each issue covering a single topic. Included are a giant, full-colour poster, four-page colour frieze, practical articles with suggestions for classroom work, background information and a helpful list of further resource material. This year's topics will include: toys; circus; eyes; weather; shells; lawns. On sale the third Thursday every other month. Price 85p. Annual subscription by post £5.90 (UK) £7.80 (overseas).

Hands Together

A bi-monthly issue designed to meet the needs of religious and moral education for the primary school. Every issue is packed with ideas, stories, hymns, prayers and information for anyone working with children aged four to twelve years. Each magazine has two full-colour pictures—a giant poster and a pull-out frieze—and a large sheet of hymn words for use in the hall. A diary of events will list the major festivals of all faiths and important radio and television broadcasts, conferences, etc. **Hands Together** (Christmas edition) will be available from October 1983. Available by subscription only—by post £6.00 (UK) £8.00 (overseas).

Primary Teaching and Micros

A new exciting bi-monthly magazine designed to give help, ideas and answers for anyone about to commence classroom work with their micros. The magazine will offer dozens of teacher-tested ideas for using micros, news and views, a panic guide for novices, a humorous diary, article, software reviews, hardware and book selections. Planned features in the coming year are: So it Won't Work?—a panic guide for novices using a data base in the primary school; If Only I'd Known... That... Preview copies will be available with **Child Education** and **Junior Education** in the October and December issues. Available by subscription only from January 1984—by post £6.00 (UK) £8.00 (overseas).

To order magazines just complete the coupon. Please send me a year's subscription to the following magazine for which I enclose my remittance or school purchase requisition.

Primary Teaching and Micros—commencing 1 January 1984 (6 issues) £6.00
Hands Together—commencing 1 October 1983 (6 issues) £6.00
Art and Craft (12 issues) £11.50
Child Education (12 issues) £11.50
Junior Education (12 issues) £11.50
Junior Education Special (6 issues) £5.90
Child Education Special (6 issues) £5.90
Music Teacher (12 issues) £12.00

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Day care

COMMUNITY PROGRAMME
 Who's Looking After the Kids?
 Open Space
 BBC2 Thursday 29 September 7.00pm

"I think the State has got much greater priorities than to fork out large sums of cash for groups of women—feminists largely—who want somebody else to look after their children—far better they look after their own children." (Tony Marlow, Conservative MP). This is the kind of attitude the National Child Care Campaign set out to combat in *Who's Looking After the Kids?*

At no point did the programme sympathise with the problems of individual parents—men and women—and recommended day nurseries as a source of support in the community. The nursery is a place where young children can be taught and cared for at the same time. But in Britain less than one in ten children have the chance of such a place, according to the programme—far less than in other European countries.

The 30-minute documentary was produced by the National Child Care Campaign with the help of the BBC's *Open Space* community programme unit. As such it did not aim to present a "balanced" view, but to advance its own campaign. It tended, therefore, at times to sound like a party political broadcast. So against Tony Marlow's inflammatory statement, Harriet Harman, MP, addressed her baby on the lack of day nurseries; and the council officer on Tabard Estate preached about challenging sexism and racism in the under-fives. It is not that they are wrong—just that their canvassing is more likely to have lost support than to have gained it.

These criticisms apart, the programme was strong in its presentation of the advantages of day nurseries through the eyes of the children. It was introduced by Edward and Michelle (aged three and four) and interspersed with their interviews of little friends. If an appealing idea did not quite come off here, it was due to overscripting and prompting by adults.

As someone whose happiest moments were possibly being the timorous little nursery bond, I relished the scenes of small boys and girls of all colours crawling through tunnels, playing in sandpits, walking through paint, sliding down chutes and striding on chairs to enact enthusiastic little supple recipes. The happy noises and faces of the children exploring in the safety of the nursery said far more than the political speeches.

Gillian Macdonald

Eastern promise

Lois Rodgers savours "The Spice of Life"

The Spice of Life
 Channel Four, 13 weekly parts
 Wednesdays 6.30pm
 TVS/Blackrod

For black pepper the Barbarians sacked Rome, the Venetians created an empire around its distribution and Vasco da Gama braved the dangers of the Cape of Good Hope to break the Venetian pepper monopoly. The Arabs shrouded the source of cinnamon with tales of giant birds and Chinese literature praised the cassia, its coarse outer bark. The spice cupboard releases mysterious adventures in addition to rich and sensuous fragrances. The pursuit and conquest of the spices made and lost the fortunes of many, and these tales are the essence of *The Spice of Life*.

The spice traders brought with them the fruits of previous conquests: Vasco da Gama's subjugation of Calicut introduced the fire of red chili to Indian cookery. The chili, itself liberated from Mexico by the Spanish conquistadores, is today exchanged for cinnamon by the Mexicans, its chief consumer.

The British Raj also contributed to the dispersal of spices. Returning gentlemen found the past reaped in a proprietary mixture called "curry" powder (the word curry being of

Tamil derivation for a dish with sauce.) While the tapestry of Indian spices is not entirely reproduced in such a mixture, curry powder formed a culinary bridge between India and the rest of the world.

Equally illuminating is the manner in which these precious flavourings continue to be harvested. Pepper is picked green from 12-year-old vines in India, Indonesia and Brazil and then dried in the sun for black pepper, preserved in brine for the green peppercorn beloved of the French, or soaked for up to two weeks to remove the tough outer husk prior to a second drying for white pepper. Cinnamon requires a far more arduous procedure. Young branches of the Sri Lankan tree have their outer bark removed to reveal the tender "sweet wood", which is rubbed with brass to lessen it before being cut to sheaths which are then rolled, by hand, into a metre-long stick before drying.

However, it is the inner qualities of the spices which reveal their true value, even though a pound of pepper could have bought a serf his freedom. The orchestration of flavours is exemplified in India. Of the 25 spices commonly available in the Delhi spice market there are seven staple ones: dried red chili, black pepper, cumin, coriander, cardamom, fenugreek and turmeric. The fire of the red is com-

plemented by the delicacy of the black pepper, molten cumin embellishes, coriander takes the place of flour to thicken a sauce and is complemented by the sweet scent of cardamom, while bitter fenugreek amplifies the other constituents and all are gilded with the tawny yellow of turmeric. The essential component of the cook's artistry is the quality and the freshness of each.

The excellent photography is the cookery lesson: the catch of the tamaris of the southern provinces of China is deep fried and accompanied by a stir-fried sauce flavoured with cassia; the eponymous of the Jaipur Palace and banquet is greed by the megal creation of lamb biryani, decorated with the odious extravagance of pure silver leaf; the Austrian kitchen gives up its secrets of the warm fragrance of apple strudel. The bridge is the application of these precious spices.

However tempting the viewing of the multi-billion-dollar culinary/gourmet industry may be, the hazard for the potential urban viewer is getting home in time to sample the spice of life.

A book to accompany the series will be available from 31 October. *The Spice of Life* by Elisabeth Lambert Ortiz and Sheldon Greenberg. Rahn Bird Michael Joseph, 0 7181 2317 4, £10.95.

Dinosaur tracks

CHILDREN'S TV
 The Dinosaur Trail
 ITV network, Fridays 4.50pm
 Starting on Friday, 30 September.

If there's one thing top primary-age children know all about it's dinosaurs, and Granada Television's new series, *The Dinosaur Trail*, wastes no time in getting down to business. Presenter John Neekes is on about the tyrannosaurus, the stegosaurus, the triceratops and protocelestes almost before the title music has faded.

The seven-part series can hardly be accused of talking down to children; information—about fossils, pioneer dinosaur hunters, the 19th-century "bone rush" in the American West and some of the latest digs—comes thick and fast. There is even a resident expert in the shape of Dr Beverly Halstead, Reader in Geology and Zoology at Reading University, whom Neekes entices into boats and on to beaches better to explain the technical side of things. A natural broadcaster in the Delinquent mould, Neekes through such subjects as how one calculates the speed at which dinosaurs walked (start by measuring their fossilized footprints) and the



motley problem of their droppings are some of the highlights of the series. And with that kind of approach, although the seven programmes are admirably researched and academically up to date, they are never dull. "bone rush" in the American West and some of the latest digs—comes thick and fast. There is even a resident expert in the shape of Dr Beverly Halstead, Reader in Geology and Zoology at Reading University, whom Neekes entices into boats and on to beaches better to explain the technical side of things. A natural broadcaster in the Delinquent mould, Neekes through such subjects as how one calculates the speed at which dinosaurs walked (start by measuring their fossilized footprints) and the

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Hugh David

Ways with children

seemed to have a special talent to stimulate the imagination, as does the new *Ways with Words*.

Made by Central Television, it has little in common with its predecessor except its title and purpose. It is a specially shot film which will result in viewer identification with what is shown on screen, much imaginative recollection of language work.

Producer Graham Sellers and director John Prowse have achieved with

style what many have said is impossible. They have got children to improvise on location without becoming self-conscious in front of the camera, microphone and crew. The first such dramatization explores the theme of moving house and school, in the middle of a term. Imaginative camera work, good acting and emotive locations make this a particularly strong start to the term.

The series also includes some mere traditional documentaries, including a film about playground games and counting rhymes. Especially interesting is a sequence in which a group of children dresses up to play street games of a hundred years ago. They are helped by elderly neighbours and discover that a game known as Stick and Goose (or Poor Man's Golf) is played in Kashmir where it is known as the dandah or Gull dandah.

If *Ways with Words* is a new series with no old title, then it is tempting to

classify *Zig Zag* as an old series with a new title. In fact it is a born-again version of *Merry-go-round* and its teachers' notes could hardly be more direct. "As its name implies, it will be covering a wide range of subjects and will aim to show that project work is alive and well in the primary school. It would be hard to devise a wider range than the Normans and Computers and *Isadora* is those two topics that are destined to fill a thousand classroom walls this term.

There are moments in the second programme (on Norman castles) when it sounds a little like a parody of *Blue Peter*. "To build your Norman battle engine you need four empty soap powder cartons, an empty board and a yoghurt carton..." That said, programme three with its explicit film of falconry and details of how a pig is eaten bit by bit through a winter is down-to-earth enough for anyone. Later in the term we are promised a big budget drama, "Hungry Times".

David Self

briefings radio & tv

For schools

THE ENGLISH PROGRAMME
 (Monday 10.31, Wednesday 10.21, ITV)
 The unit on "Understanding Television" takes a look at the effects of history, the law and money on the programmes seen by the general public.

LISTENING TO MUSIC
 (Monday 14.40, VHF4)
 "A night on the bare mountain" by Mussorgsky allows 11 to 13-year-olds to find out more about Russian folk lore.

MY WORLD
 (Tuesday 10.04, Thursday 11.22, ITV)
 Infants learn the need to help the elderly when Mum and Dad go out for the evening, leaving Gran to look after the children.

PHYSICS IN ACTION
 (Thursday 11.39, ITV)
 Two programmes for O and CSE students on electricity. Laboratory experiments, showing the basic principles of the electromagnetic generation of electricity and the working of a generator, are followed by a visit to a power station.

HEALTH EDUCATION: MY BODY
 (Friday 10.45, VHF4)
 "Unholy Smoke" is a radiovision programme about air pollution. The excellent filmstrip illustrates for 9 to 12-year-olds the not-so-romantic results of steam engines and coal fires.

Continuing education

MICRO LIVE
 (Sunday 11.00, BBC1)
 A two-hour programme for computer buffs features a studio phone-in session, and on-the-spot programme-writing experiment. Kenneth Baker (IT Minister) will announce details of the BBC software competition for secondary schools with £25,000 worth of prizes.

MODERN LANGUAGE SERIES
 A number of radio series are repeated this autumn in the three-year cycle of language programming. *Spanish* (Sunday 17.30, VHF4) begins next week. *Radio and television courses* (to begin next week) give a wide range of travellers a taste of Spain and Spanish; *"Allez France"* (Thursday 23.00, VHF4) is a third-stage French series for fairly advanced students; *"Get by in German"* (Friday 23.30, VHF4) offers tourists and business people a basic survival kit; *"L'Italia dal vivo"* (Sunday 17.00, VHF4) is the new second-stage follow-up to "Buongiorno Italia". On television *"The Greeks have a word for it"* (Monday 10.20, BBC2) heralds a major new venture in teaching Greek. *"Greek Language and People"* begins on October 16.

The first three programmes of the opening unit on the Norman invasion and its aftermath are closely geared to classroom needs and the presenter makes a number of on-screen suggestions for follow-up work. Blahop Odo, half-brother to William of Normandy, is a happy choice as our guide to the Battle of Hastings and he is charmingly played by Arthur Hewlett as a sort of bloodthirsty version of Archbishop Michael Ramsey.

There are moments in the second programme (on Norman castles) when it sounds a little like a parody of *Blue Peter*. "To build your Norman battle engine you need four empty soap powder cartons, an empty board and a yoghurt carton..." That said, programme three with its explicit film of falconry and details of how a pig is eaten bit by bit through a winter is down-to-earth enough for anyone. Later in the term we are promised a big budget drama, "Hungry Times".

David Self

A school on the ocean wave

Sara Parker finds the National Sailing Centre at Cowes keen to improve the standards of school sailing

At Cowes, half a mile up river from the famous sailing club, the Royal Yacht Squadron, but flying under quite a different flag is the National Sailing Centre. "We want to make sailing available to ordinary youngsters - to the ordinary man in the street," explains Brian Cole, the director of the centre. "It no longer needs to be an expensive sport for the élite."

The centre, which is run on a non-profit making basis by the Sports Council, organizes a variety of courses from beginners' to advanced racing, dinghy sailing to cruising.

It has around 100 boats, ranging from single-handed dinghies to 36 ft cruisers, and caters for over 3,000 students during its March to October season. And while most of the 27 courses last week, a few are designed to give a taste of the sport over just a weekend.

One in four of those attending the centre are beginners, others are enthusiasts working towards a certain level of personal proficiency or training to be instructors - and an increasing number are members of school parties.

In each of the past three years, the centre, which takes youngsters from 12 upwards, has absorbed at least a dozen school groups into its courses.

In addition, it has launched a one-week multi-activity course that enables 14 to 18-year-olds to try their hand at anything from board-sailing to canoeing. Run in August, this particular course was fully booked in early April, such is the popularity it has gained in its first season.

When the centre opened in the 1960s, its brief was to train instructors to teach sailing to young people. It was set up at the request of the National Schools Sailing Association, which persuaded the predecessors of the Sports Council - the Central Council for Physical Education - to buy the site on the Medina River.

Then used by the Ocean Youth Club, it was considered to be ideally suited to teach both beginners and advanced students, being in easy reach of sheltered sailing up-river, while down-river there was the Solent and the open sea.

Two years after the site was bought, the centre ran its first course for instructors and continued with the same single-minded aim of its inception until the late 1970s.

By then, some 30 local education authorities had set up their own sailing centres on local reservoirs and disused quarries. The few schools who had used the National Sailing Centre gradually stopped coming.

"In a way we had cut our own throat," says Brian Cole who took over as director in 1979, at a time when the centre's brief had been forced to shift from training instructors to "training for excellence".

Now the situation has again changed as, faced with cuts in spending, more and more authorities have been forced to withdraw support from local sailing centres.

These days there is a heavy reliance on volunteers, most of them teachers with Royal Yachting Association and NSSA qualifications or considerable sailing experience.

Not surprisingly, the NSSA and the National Sailing Centre are concerned about the training of those responsible for youngsters - and every year, a special course is run for teachers at Cowes.

But Brian Cole also wants to sell the educational importance of sailing. He says: "One of my biggest worries is that i.e.s. don't see sailing as a sport and physical skill, so teachers have to try hard to justify it."

Certainly, there are still those who view sailing as an expensive and elitist sport, and Cowes as the most expensive and elitist sailing centre of all.

The centre is keen to counter such an image, and is offering one-week courses for less than £70 by providing only basic accommodation. Dubbed the "Pipetor" - a nautical name for a canvas and metal bunk on a cruiser - the new £35,000 accommodation offers an alternative to the hotel-like main building for anyone prepared to bring a sleeping bag.

Without a doubt, the centre has come a long way from the days when it has two staff and 40 students. Of the six full-time instructors, one is an Olympic coach and another a leading expert in off-shore navigation, while the dozen seasonal staff are hand-picked for their sailing and teaching skills.

"There is a split down the middle between those who are recruited for their personal excellence and those who are good at teaching the ordinary person," says Brian Cole.

"I want to re-orientate the centre to school groups and even county groups where i.e.s. take us over for a week at a time," he says. "I can see coming to the centre as an educational experience on its own or as a platform to increase sailing within a school."



Myles Ripley, a biology teacher at a private all-boys school, St Dunstons in South London, brought a group of 23 pupils for just these reasons.

Himself a sailor with some 13 years experience, although he has no instructor's qualifications, he already takes a group sailing in a reservoir in Sevenoaks, Kent.

For him, the centre provided the opportunity to assess the aptitude of interested pupils outside the sailing club, and an opportunity for complete beginners to get a good grounding in the essential sailing skills.

Within the first two days, most students are ready to go it alone, and by the end of the week, they generally go on a day-long cruise and take part in a race.

Myles Ripley feels that such an intensive course "develops self-reliance, physical fitness and coordination, as well as giving pupils a chance to get out of London."

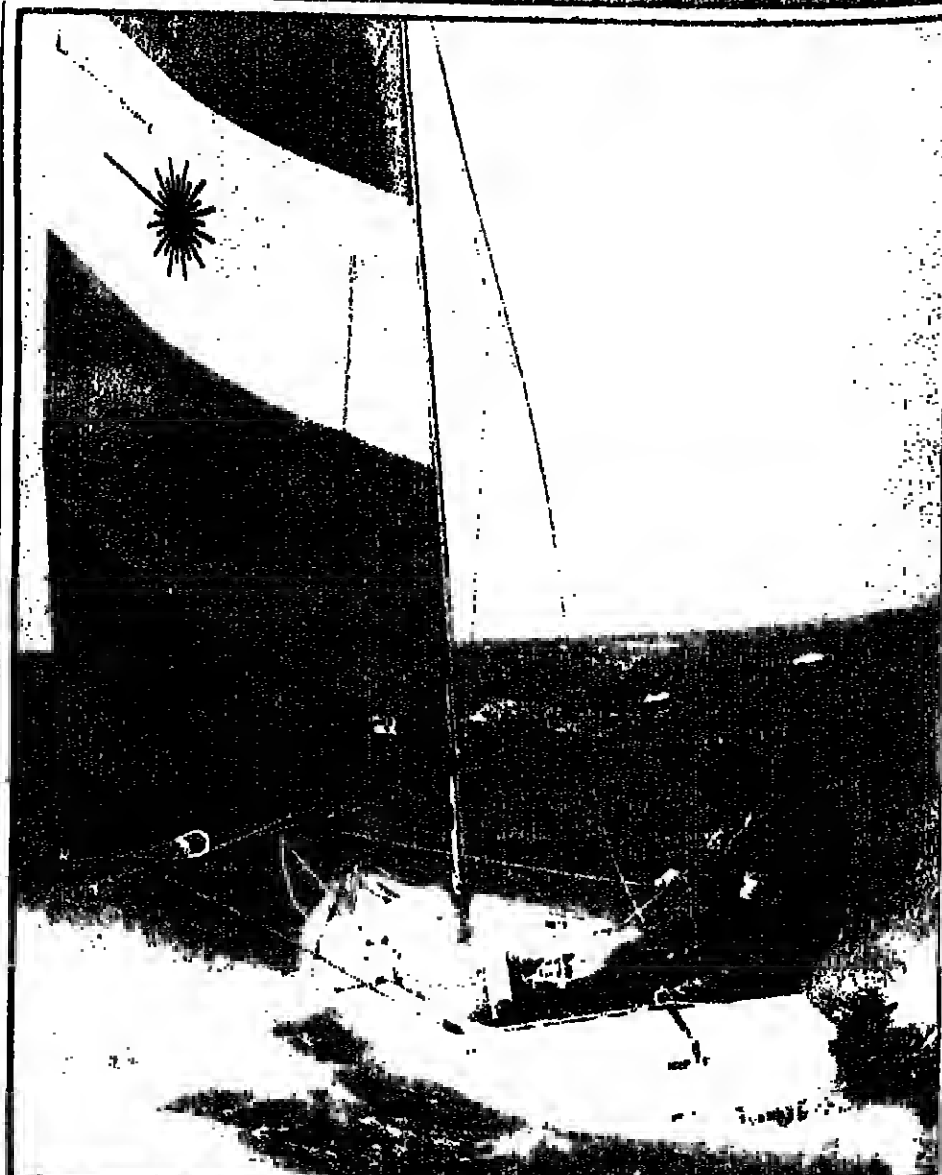
The centre concentrates mostly on the physical skills involved in sailing, although there are lectures, and the Royal Yachting Association examinations at the end require a certain theoretical knowledge.

For the youngsters on the beginners' course, this involves little more than getting to know their way around a boat and learning to tie a few knots.

But it is the technical side of sailing which teachers are only too ready to exploit in the classroom. Brian Cole, after eight years as a geography teacher, maintains: "Sailing can be built into whatever subject in the curriculum you want. I've used an interest in it to build up a whole term's work on tidal flows, salinity, current direction and speed tests."

"I know schools in Hertfordshire which are building boats in their craft lessons - and getting afloat for under £100."

The National Sailing Centre, Arctic Road, Cowes, Isle of Wight is to be the venue for the 1983 International Sailing Schools Association Conference in November. Details available from Sue Brown, Conference Secretary at the NSC.



Practice makes perfect

Jessica Saraga on the reprinted work of a provocative historian

Practising History. By Barbara W Tuchman. Papermac £4.95. 0 333 34797 8.

For those of us trained in the academic novelties of British university history, Barbara Tuchman's view of her role is deliciously heresy. Pre-eminent among America's successful historians, Mrs Tuchman sees herself primarily as a writer, whose subject is history because this is what enralls her, and whose aim is communication. Her method, because she refuses to impose ready-made theories or systems on her material, is narrative. Whatever else was suggested as the prime aim of the historian in those history faculties, it certainly wasn't communication; as for narrative, it was the last refuge of the non-analytical mind.

But Mrs Tuchman is right. Just because basic training teaches weighing the evidence, assessing its significance and analysing past events in the light of the present, there is no reason to expect this process to appear visibly in published historical writing. The professional historian can move on to the grander task of reconstruction, employing her facility for that vital quality we never discussed but perhaps vaguely yearned for, which has since come into its own - empathy. This is not to say that narrative is non-analytical, but that the analysis, the judgment, the selection and the use of the hindsight operator, are all done behind the scenes in advance. What we eventually see is the replay of significant events; our hindsight in temporary suspension, we witness the choices open to the protagonists on whatever historical stage reveals itself, and away they go. History should be dramatic, and we should be moved by it; it is about what Mrs Tuchman calls the "real estate" of humanity, about people and what they have achieved and suffered, as we still hope to achieve and expect to suffer, and it can bind together, however slightly, a species whose destiny seems to be conflict.

Mrs Tuchman innocently dismisses another shibboleth, too, in the somewhat idiosyncratic E H Carr view of the historical fact - that it isn't one until historians have made use of it, not just once but several times. It had never really occurred to her anyway (pace Professor Carr, and more recently, Professor Merrick) that there was any difference

between history (the past), and history (what historians say about it). The point is, she says, what happened, happened. If it had a visible effect, it's a historical fact; if it didn't, so nobody knows about it, then it can easily wait for someone to find out. Another delicious heresy.

But with an earlier British philosopher of history, R G Collingwood, Mrs Tuchman has more in common. She would be the first to agree with him that the historian's work differs from the novelist's only in the fact that the historian's plot is supposed to be true. That she is a literary historian we know anyway; you need read no further than the subtitle of her bestseller, *A Distant Mirror*, to discover this. The cabaretous fourteenth century. What an adjective! How well it describes an age which lost its foundations of certainty, beset by doubt and fear in the wake of an unknown killer disease which wiped out half the population.

The essays collected in this first paperback edition also demonstrate her gift for the felicitous word and the vivid phrase. Many of them operate a kind of counterpoint between "This is how I do it" and "This is what comes out". The last section, which perhaps gives rise to the appearance on the front cover of Michaelangelo's *Delphic Sybil*, is called "Learning from History", though there is no real claim to predict. Rather Mrs Tuchman appears here in the role of the involved and committed citizen who happens to know what went wrong in the past, and argues for at least an attempt to avoid the same mistakes. Her two most fervent pleas of the sixties and seventies were that we should all re-examine our relationship with the military in society and government to make sure its role is what we want it to be, rather than upping out and condemning the military simply for being militaristic; and that the United States should take steps to curb the dangerously increasing power of its executive.

Sadly, neither of these pleas has been heeded; perhaps Cassandra would have been an apter image for the cover. But Mrs Tuchman's title cannot be faulted; she has been practising history a long time, and practice, so they say, makes perfect. While she continues to express her vision of the past and the present in such compelling and pellucid prose, we cannot ask much more of her.

Irish stew

Ireland for Beginners. By Phil Evans and Eileen Pollock. Writers and Readers £6.95. 0 86316 016 6.

Phil Evans has a witty pen and a sharply selective eye for fact and quotation; so his *Private Eye* caricature of Irish history is, in one sense at least, easy to digest. With lively sympathy for the unfortunate but ever resilient Irish, he shows their woes all stemming from the cynical machinations of toffee-nosed English capitalists, starting with Henry II and that rotten English Pope.

You might suspect lack of thoroughness in the easy way he pronounces some allegations of atrocities, whether in the seventeenth century or the twentieth; rumours of Catholic massacres were false, and no more than 10 (or perhaps 127) thousand Protestants died, while "the murder of an elderly aristocrat"

in his "pleasure-bout" in Sligo Bay was, indeed, "pointless". Still, he makes up by recording in ample ("eyewitness") detail and many a bitterly laughable illustration the ghastly misdeeds of Cromwell, Potts, Brits, specials, police, soldiers, governments and similar capitalist tools.

Comments by distinguished foreign gentlemen (notably Engels, Lenin and Trotsky) are recorded with proper respect; while Eileen Pollock contributes some more earthy remarks on behalf of a pair of befuddled proletarian dupes, bigoted Henry John and downtrodden Rosie. Between them, Evans and Pollock conclude helpfully that a united socialist party (emphatically "not a wishy-washy bureaucratic or labourism") is the only hope for poor old Ireland. They could be right.

It is fun, but perhaps it is not history. Tom Corfe



Vincenzo Linardi, waving his historic, with his assistant, George Biggin, and Mrs Sage - the "First English Female Aerial Traveller" - in a balloon at St George's Fields, June 1785. They landed at Harewood and were entertained by the boys at the school. From London: 2000 Years of a City and Its People by Felix Barker and Peter Jackson, now available in paperback (£9.95).

Merrick reveals all

The Illustrated True History of The Elephant Man. By Michael Howell and Peter Ford. Penguin £3.95. 0 14 00 6020 0. Granta: Dirty Realism. Penguin £3.50. 0 14 00 6869 4.

We find it hard to resist pecking, particularly when we are not supposed to. This is one of many facts of life, Joseph Merrick, the subject of Michael Howell and Peter Ford's *The Illustrated True History of The Elephant Man* spent most of his work life as a spectacle, a fair-ground freak. By a stroke of luck, he later found protection and patronage, so becoming an example of our ambivalent (but basically dismissive) attitude towards the visually deformed.

The artwork on the cover of this book may be affectionate pastiche, but it happens to parallel precisely the appeal of the fairground board outside Merrick's booth, just one hundred years ago. We are invited to experience "the extraordinary and moving story" and (here's the hook) "new revelations" with "pre-

viously unpublished illustrations". The ambivalence on the cover of this revised edition (10 reprintings have already been noted up) is continued within: sober text, clinical photographs revealing everything. And so the story is related. In his time, Merrick suffered an appalling form of neurofibromatosis, an advanced state of tumour development and degeneration. In our lifetime, he becomes part of our culture through hooks, film and a Broadway hit (portrayed, incidentally, by actors renowned for peckability: John "The Alien" Hurt and David "Ziggy Stardust" Bowie).

Aside from a distinctly muted "Ooh, aah" response, it is difficult to know what to make of it all. There are no new lessons to be learnt, besides that of nineteenth century social history, which is excellently described. (Teachers wanting to engage their students attention to this period need look no further.)

I cannot see this as a tragedy (as the TLS reviewer seems to imply "A story to strike pity and terror into any heart"), rather than a series

of poignancies. There is one such moment when Merrick has been rescued by a distinguished surgeon who bends his hospital's rules and installs him in a hospital flat. Countless visitors, royal and otherwise, come to visit him, but the surgeon insisted that there should be no mirrors in the flat for Merrick to see himself.

Dirty Realism as a title must come high on any peckability rating. In fact, it describes the short story writing of an American group who specialise in low rent drifters and some who are drifting in their low rent minds. These stories, along with additional material have all appeared in the magazine *Granta*.

The surprise is the general cleanliness of the writing and the sobriety of style. While voyeurism is not possible, neither is identification. The general mood is close to Hemingway: that quiet detonation moments after the story is over. The book has a magazine feel with adverts, interviews, letters and photographs. Certainly recommended; an attractive way to break new reading ground.

Mark Featherstone-Witty

Woven in Wales

The Last Prince of Wales. By David Stephenson. Barracuda Books £7.50. 0 86023 173 9.

Castles of Edward I in Wales. By P H Humphries. HMSO £1.45. 0 11 790262 4. Castles of the Princes of Gwynedd. By Richard Avenel. HMSO £1.20. 0 11 671134 5.

"There came to his side Gruffydd Fychan, lord of Ial, he who was the ancestor of Owain Glyn Dwr; Llewelyn Fychan, his brother, the dragon of Chirk, lord of Nanheudwy and Cynllaith..." Thus David Stephenson, launching into hwyf over the fate of Llewelyn the Last

and his countrymen. He even offers the poor Saxon guidance on pronouncing those splendid names, so that we may savour the poetry we miss, the poetry round which his tale is woven. When he tells of the English his tone becomes prosaic, reflecting the mountain of writs and reports that formed the business-basis of Edward's victory.

But did Edward's military might crush patriot freedom-fighters or greedy vassals? Just what did that "English oppression" of which Dr Stephenson complains amount to, and what were its motives? He is too involved in the drama to ask, though he used the events of 1282 skillfully to sketch in the international complications and the military

organization. Llewelyn's personality and purposes, like those of his followers and opponents, remain obscure. This is an epic, with epic's simple-minded heroes and villains.

HMSO's publications are written more soberly, reserving colour for their superb photographs, maps and plans. Their concise accounts of the last Welsh century arc built around its grandiose stone relics: the massive, cold-blooded masterpieces that James of St George piled up for King Edward, and the less familiar, less well-preserved, relatively amateurish castles of the Welsh. If Llewelyn left Wales a romantic legend, Edward bequeathed its finest architectural tourist trap.

TC

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EXTRA

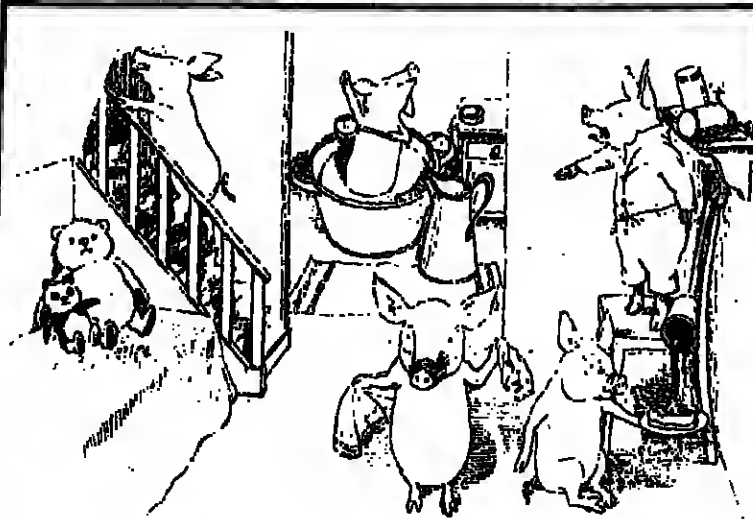
Year of the pig

The Troublesome Pig. By Priscilla Lamont. Hamilton £4.50.
Mystery Pig. By Richard Severy. Illustrated by Karen Haworth. Julia MacRae Books £4.95.
Once upon a Pig. Selected and illustrated by Doug Cushman. Granada £4.95.
Pig in a Muddle. By Winfried Oppenorth and Mira Lebe. Oxford University Press £4.50.
Hamlet and the Pig Affair. By Sandy Nightingale and Tony Nightingale. J M Dent £4.50.

If you want to write a story about pigs, you must (it's a rule I've just invented) make sure that your heroes, or heroines, or villains, have something piggy about them besides a curly pink tail. The great pigs of fiction all conform to this rule: the three little houndbuilders have a deep instinctual fear of wolves; Arnold Lobel's immortal Small Pig is into mud; and the greatest of them all, Little Pig Robinson, as well as the ring through his nose (and his irritating refrain of "wee-wee-wee") has a truly pig-like and insatiable appetite.

The beauty of this rule (Keep Pigs Piggy) is that it can be used as a yardstick for the finished articles - as these five books neatly illustrate. Starting at the top, *The Troublesome Pig* is a delicious reworking of the traditional pig who wouldn't get over the stile and the old woman who eventually sorts him out. The pictures are lovely, and the text is a brilliant blend of the rhythmic repetitions of the Joseph Jacobs version with some snappy new dialogue. The pig is completely true to his essential obstinate nature, and most beautifully drawn; furthermore, the old woman is a really convincing old woman who suffers dreadfully from her feet. This is a

Completely different in style, presentation and purpose is *Mystery Pig*: a present-day suburban story of a sub-teenage girl (the narrator) and her stropky little sister, who discover a young pig, lost stolen or strayed, and adopt him as a pet. I can imagine lots of sub-teenage girls reading this and enjoying it, because the pig, based on a real-life original (whose photo is on the back cover) has such a charming character and appealing table manners. The backchat between the sisters is a bit cuter for me, but there are memorable moments: the six-year-old is reading *Animal Farm* (because Dad said it was about pigs). "Does it tell you how to look after them?" I asked. "No. It tells them how to look after themselves," she replied. The ending is unexpected: the pig leaves



Packet Books are an excellent new series of picture paperbacks published by Methuen/Moonlight. The brainchild of Christine Baker who has recently launched Moonlight, they testify to her keen eye for design, are packet sized and cost £1.50 or less. Despite the low price, the best paper has been used and great care has been taken in adapting to the smaller format. Sometimes new artwork is provided by illustrators and the result may even be preferable to the more expensive original.

The first six titles are already available. They include *This Little Piggy* from which the above illustration is taken, the delightfully funny *Bill and Stanley* by Helen Oxenbury and *Mr Potter's Pigeon* with Ray Cartwright's award-winning pictures. Mercer Mayer, Colin McNaughton and Erna Valgt are other artists already represented. Another six titles are due to be published next month when Tony Ross and Janensch will be added to the list.

There are often notes on authors and sometimes snippets of information relevant to the subject matter of the book. *Bill and Stanley*, for instance, has a bonus page of facts about dogs.

home after a spectacular homemade circus of which he is the star. The sisters console each other; it's a tender, wistful scene, and helps you to forget or forgive some of the earlier preciousness.

Once upon a Pig is a collection of pig-tales (not my pan, the author's), but it is a regrettably uneven. There's a nice new version of the Famous Three, renamed Browney, Whitey and (the youngest and best-looking) Blackey. Browney builds his house of mud, and Whitey, the greedy one, of cabbage leaves - with inevitable consequences. Blackey, smug in his brick house, survives to see the fox (where did the wolf go?) safely into the boiling cauldron. But the other two stories are not as successful: I suspect they were chosen not for literary merit.

One is about a clever little pig who turns out to be a fair maiden under a spell, and the other is about a beautiful princess who is forced to marry an enormous pig "from the north" - luckily, he too is just in temporary difficulties and is finally re-established as the handsome prince he really is.

The problem with this transvestite formula is that the piggy nature of the beasts is allowed the very minimum of expression: there's little or nothing to choose between the hero or heroine, whichever shape they're in. The fair maiden in particular is just as boring as a pig is when she is a happily-ever-after princess. And the illustration has a sadly schizophrenic talent: his pig pictures are perfect (almost Sendak-worthy in places); but he just can't draw people.

He should have stuck to pigs. *Pig in a Muddle* is a proper picture book, with only the skimpiest of texts; just as well, for it's written in ghastly rhyming couplets. The worst part is the happy ending: a white wedding between the heroine (a domestic pig who has escaped from her mistress at market) and a wild boar whom she meets when, after many adventures, she parachutes down into a leafy wood: "Their home's a peaceful country spot, a place where they can cuddle. / They have some piglets, quite a lot, and life is still a muddle!" But don't be put off: the pictures are splendid - there's an enthralling chase through a crowded department store, with details that make Scarry-land look stark.

A long way last comes *Hamlet and the Pig Affair*. The trouble is that Hamlet (what sort of a name is that?) isn't really a pig at all: he may look like a pig, and he has certainly stolen Little Pig Robinson's blue gingham smock, but I'm not convinced. "Hamlet came from a long line of nautical pigs, and neatness was in his nature" - a likely tale. Anyway, he finds the treasure map, sails to the mysterious island, digs up the ancient chest, is captured by pirates, and rescued by a disaffected parrot called Barnacle. All and well, "so the treasure was saved and their futures secured" though if you ask me, Hamlet was living off a tidy private income right from the beginning. You'd have to be a real pigaholic to swallow this one.

Mary Jane Drummond

Animal magic

Why (the hypothetical stranger might enquire) is life in nursery books so often seen through animal characters? Answer (as briefly as may be): to the very young child, free as yet from imposed tubos and fears and such, there is an absolute line between human and other animals. Indeed, the latter kind can seem nearer, simpler, more accessible. As it happens, all animals in this group of books remain themselves: cat is cat, fish is fish. If they use the medium of human speech this is perfectly reasonable, for what human knows any other?

The Adventures of Arthur and Edmund by Bonté Duran (Deutsch £4.95) demonstrates this perfectly, and to my mind this book is a treat. Two little seals, while neither is sleeping, swim off to play, now in the waves, now on the rocky beach. A little girl helps them out of a difficulty, join their play, then rows them back to the anxious adult seals. The special charm of the whole (if charm is not too soft a word) comes from the pictures - a ravishing line and wash. These are real little seals, real waves, real seaweed and yet, look again, they have their own picture book formula. The only colours used are sand colours, you could say: light brown, light grey, light sepia on a cream-like sand-white ground. Yet effects are as vivid as if a whole paintbox had been drawn on.

For total contrast (but that works too) turn to *The Stars of the Cat* by Eiko Takeda and Kozo Takeda (Mandarin £4.95) whose stunning pictures suggest at times a visual roll of drums. In a mountain village of long ago Japan a little cat, half frozen in the snow, is taken in by a kind old Japanese couple, who live by silk-worm breeding. The grateful puss tries to keep the rats from the silkworms, but he is too small and weak. So he goes to apprentice himself to the Great Mountain Cat to acquire this all-powerful stare. It's an awesome adventure which the reader thrillingly joins through the flame-red double-page spreads of fiery caverns, through the glimpses of the towering Mountain Cat (in portions, on the page). The book is an adventure in itself.

North Ark by Ann and Reg Cartwright (Hutchinson £4.95) brings another fine work from the prizewinning artist of *Mr Potter's Pigeon*. Floods threaten Puddle Valley. And that means Norah's farm, and all her family of animals. But with the creatures' help she uproots the wild brambles and turns it into a bon - an nrk, in less. The haystack's canvas cover makes the roof. All around is a sea with

tiny green islands: the tops of hills. (Splendid Cartwright pictures here.) Animals are purked out on these to graze. Finally the flood leaves a bon - a large, much-needed pond. This kindly cheerful tale, full of character and event, suits well the strong, rather postmodern Cartwright style.

"It's a magic hat," says the shopman in John Galsworthy's *Over and Under the Magic Hat* (Mandarin £3.95). "And it's not for sale." But he lends it to the disbelieving boy. The sun is hot, strolling huck by the river. Over wishes that he were a fish in the cool water - and there he is in the flowing stream, sampling life as a trout, with another trout as guide and mentor. The pictures (pencil and rich watercolour) are vivid and excellent, the hat a snarl of scarlet chimney pot adding a bright note to the wet blue water. One adventure though doesn't seem enough. What about further books, venturing say into mole and earthworm country, into the airy world of birds?

The pictures are the novelty in *What Stanley Knew* by Lesley Ardes and Hiawyn Oram (Andersen £3.95). Dense in colour, with thick dark outline and curious pointillist surface. Sometimes almost filling the page, the two cats stare back at the reader. The effect is static, yet at times oddly arresting. Stanley and Livingstone, two domestic cats are taunted for being mere stay-at-homes. "But we don't know anything about the big wide world. We don't even know where it is," says Livingstone. Still, they decide to give the world a try. Life, they find, is neither free nor easy for feline waifs, and the path they take (when Livingstone leads) is the one that leads to home.

A welcome wait for every new book about Mog the egotistical family puss nini far-flung favourite. There have been wistful episodes in the saga. But the latest, *Mog in the Dark* by Judith Kerr (Collins £3.95) stands out on its own account, indeed, in text, in the art itself. Well-fed, un-brown, un-sure as ever, Mog sits on a dustbin in the dark, thinking dark thoughts. As always, you can see him think. "I am here. I am in the dark. But where am I?" They (fish in picture) are cosily watching telly. But Mog begins to exclaim his fears. Scuttling up a tree from a fabled foe, he settles in an uncertain branch and dreams. What dreams? You must find out the rest for yourself; it's worth the journey.

Naomi Lewis

Letterbox Library

Letterbox Library is a new non-sexist children's book club which will produce a quarterly catalogue containing up to 20 books, ranging from early picture books to teenage fiction, with an emphasis on non-stereotyping. A newsletter is also planned. Hardback books will be available at a discount

and there will be a selection of cheap paperback. Club members will be privileged to buy three books out of the 70 or so offered in the first year. Catalogues available from Children's Book Co-operative, 42 Newick Road, London E3 0RR. (01-985 2884, 01-267 7026).

Picture Books

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SHAWN AND PAUL RICE
A charming and individual view of the life of Pumpkin the cat featuring Shawn Rice's beautiful and luminous illustrations.
416 27704 £4.95

A Touch of Gold:
Stories from the Greek Myths
MIRIAM HODGSON (author)
CAROL BARKER (artist)
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MAURI KUNNAS
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Discover the enchantment of books

Younger Fiction

Seed rice

Rebels of the Heavenly Kingdom. By Katherine Paterson. Gollancz £5.95 575 03329 0

With *Rebels of the Heavenly Kingdom*, Katherine Paterson, one of America's most admired writers for young people, and a double Newbery Medal winner, returns to the Orient, and to the historical novel, the setting and the genre of her earliest work. Young Wang Lee, kidnapped sometime in 1850, from his father's farm where there is little left to eat, and the seed rice is hidden behind the fifth brick, is carried off as a slave, redeemed by an adherent of the Tsiping rebellion, and becomes a convert, reluctant at first, to the Heavenly Kingdom of Great Peace, a religious and patriotic rebellion against the Manchurian rulers of China.

Partly an adventure story of breathtaking complexity and whirlwind changes of fortune, and partly a love story, the book has not lost its profound moral seriousness that distinguishes Katherine Paterson's contemporary writing, for all its rapid pace and gripping plot. It is easy to see the attraction of the Tsiping to a modern reader. Armed with a garbled form of Christianity they set out to save China by establishing a Heavenly Peace, though

they wedded through blood to do it. Conceding the equality of women so far as to recruit them as cavalry, they provide the author with a splendid heroine; preaching so much they did not practise they give occasion for some wry implied comments on religious fanaticism. When the tide of carnage brought about by the rebellion has passed by, Wang Lee and his beloved are living from the hidden seed corn, which has been replaced behind the fifth brick by a cipher for the Heavenly Kingdom, likewise waiting its time to take root.

The daughter of missionaries to China, Katherine Paterson is more at home there than most western long-noses can hope to be; if a certain strangeness in their manner of thinking distances us from her characters, before and after their conversion to the Tsiping, it is doubtless because she has accurately portrayed people who are indeed strange to us. If it slightly mutes the impact of her tale of love and war, that is hardly her fault. And certain aspects of the book are not muted at all; the mind-breaking question of how good people, possessed of good ideas, can perpetrate terrible evil, and inflict terrible suffering, comes across with little room for ferocity.

Jill Paton Walsh

Kiss of life

Bride the Wind. By Jono Alken. Cape £6.95 0 224 02137 0.

Like all good sequels this book is self-sufficient and entirely comprehensible to those who have not read its predecessor, *Go Saddle the Sea*. Deftly Miss Alken slips in the essential information. The date is a few years after the Peninsular War. Thirteen-year-old Felix, orphan of Anglo-Spanish parentage, is shipwrecked on the Biscay coast of France, suffering temporary loss of memory. Recovering, he finds himself half-prisoner, in an off-shore monastery, its monks kindly, but terrorized by an eerie abbot beside whom Rasputin would seem reassuring. Before he can effect an escape and cross the frontier to his home in Navarre, another boy, the enigmatic Juan, is rescued from hanging and given shelter in the community. He too wants to get back to Spain. Unluckily, he is not only like Felix, without papers but he has no money and is threatened by mysterious omens.

There follows an odyssey of peril and pursuit as they make their tortuous way by Pyrenean uplands and defiles evoked with an almost Bellerophon power. Miss Alken displays her wonted fertility of fancy - she is a past-mistress of the delect-

able macabre. She suggests the paranormal without feeling bound, later, to explain it all away, but even the most sceptical modern reader can enjoy these spooky bits and willingly suspend disbelief.

What really may strain credulity, however, is something quite different. The girl-disguised-as-boy is of course a time-honoured convention, sanctioned by Shakespeare and supported by well-documented historical examples. It is almost forced upon the prolific fiction-writer if his bygone heroines are to have a full share of the action without violating the prohibitions of their century. But whereas in this case the reader will guess within a few pages the true sex of "Juan", it still has not occurred to Felix after another two hundred pages, covering several weeks of constant night and day companionship, which begins with his "resuscitation" of the half-strangled stranger by kiss-of-life. Irooy is admittedly, another ancient and respectable literary device, but it is not always the first in unappreciated by the young. It could conceivably Miss Alken may have sacrificed an even more desirable effect - the securing of her readers' sympathy with her otherwise admirable hero. May not some of them mutter, "Could any boy be so thick?"

Geoffrey Trease

continued from page 41

- are living, breathing people; so are dogged Mum and Lenny's inquisitive friend Bran. And there is Syrup the cat, weaving in and out of the story in cool pursuit of his own interests: beautiful, goldoo. Syrup whose haunts include other houses where he is entertained under the names of Ginger, Sunshine, and Sunny Jim. Philippa Pearce's sense of place is acute, and she has a vivid gift for catching the heightened moments of life: there is a chapter on tobogganing in which you can feel the bite of snow and the heady peril of dowdhill speed.

Kate is a child coping as best she can with situations that are too much for her. Though a good deal of the story is sombre and even melodramatic, there's a happy if far-fetched ending for her and her family. Yet it seems to me that the way it conveys the flavour of life, the subtle and changing nature of human relationships. It does not gain from the intricacies of its plot.

John Rowe Townsend



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Honour and glory

Mary Hoffman surveys the current book awards

Twice in the last few years, just after I have scoured a children's book in these columns, it has won an award. And not just a pat on the back and a piece of paper, but £1,000 in one case and £3,000 in the other. This set me wondering about the nature of children's book prizes. Who decides what wins and by what criteria? I'm not the only critic shaking her head at some announcement ceremony and thinking that the money or the glory could have been better bestowed.

But not all awards offer both. There is a range from "the commendation itself" given by the Other Award to the cheque for £3,000 of the Whitbread. There is also great variety in the number and nature of judges involved, from the hundreds of children and adults who make The Children's Book Award to the single individual who was paid £1,000 to make the decision on the short-listed Arts Council National Book Awards.

How carefully are the books considered and how many meetings do the judges have and what is the level of discussion? All this varies too, as does whether the judges are paid a fee, whether books can be considered that have not been submitted by publishers and whether the judges' shortlist is drawn up by someone else. I've set out some of the basic facts in the accompanying chart but my aim is to try to convey the individual flavour of each award, to interpret its meaning to readers outside the close, if not closed, circle of award-winners and losers.

The number of awards for children's books has proliferated in the last ten years. To win any one of them may help with getting a paperback edition or selling foreign rights. But so far not even the most prestigious or lucrative of them have had anything like the impact on sales of adult titles like the Booker McConnell. Last year's Whitbread winner, W J Corbett's *Song of Pentecost* was in the bestseller lists until Christmas and has been reprinted three times - more like

novels. But it was helped along by Channel 4's live coverage of the award ceremony and because it was a first novel by a budding writer, which caught the attention of newscasters. David Roth of Mathews says the book was selling well already so the effect of the award is hard to quantify.

Margaret Clark of the Bodley Head says the same of past Greenaway

medallists. Pat Hutchins' *The Wind Blew* and Gail Hines' *The Post Office Cat*. And Judith Elliott of Heinemann points out that Jan Pionkowski's mould-breaking pnp-up *Howled House* was already a runaway bestseller by the time he received the Greenaway medal for 1979. It had sold 109,000 copies by February of this year.

If you look at the chart to see the dates when the various awards were inaugurated and why, it provides a map of children's book criticism since the war. From literary excellence in the thirties to racial harmony in the eighties - the awards scene has clearly shifted ground in half a century and critics still argue about the nature of those changes and whether the criteria are compatible.

Let's take a closer look at the workings of these awards. The Carnegie panel used to be reluctant to share their deliberations or criteria with the general public and strong arguments were exchanged in the children's literature journals at award-time. Now the procedures and guidelines are published, to the Library Association Record, and the whole Carnegie/Greenaway atmosphere has relaxed a bit. Both last year's chairman, Kathleen Gribble and this year's, Liam Parker of Belfast, were more than willing to talk about the year's work.

The committee, about 15 strong, for the two medals, sits at the top of a pyramid of meetings by sub-branches of the Young Librarians Group and considers nominations of books from each from a list discussed at the branch meetings. But it also has to consider any book nominated by an individual member of the association, however idiosyncratic the choice. Officially this means reading every nominated book, not too arduous a task for the picture books that make up the bulk of the Greenaway entries, but a time-consuming process for all the novels entered for the Carnegie.

After all the nominations are in, the committee reaches its own decision. It is a member, but Liam Parker says, "the YLG is an interested and vociferous body. They always express strong feelings about the winners and the committee does feel accountable to the membership." A typical Carnegie winner, says Liam Parker, is likely to be a third or fourth novel, not for younger readers, from one of the major publishing houses. It may be

controversial in content but is unlikely to be experimental in style.

You get the impression that it is easier for the committee to select the Greycoway winner - certainly last year it was sewn up before lunch at the second meeting. One problem they do have is that the leading British award producing good new books. As Liam Parker says, "there is a new Shirley Hughes and Janet Ahlberg to consider every year."

With so many established literature in the field, the committee members look for some kind of development. But they admit to not being experts in draughtsmanship. If the final decision is less fraught than choosing a Carnegie winner it may be that there are fewer frustrated librarians lurking inside libraries than there would be writers.

No would-be about *The Guardian* team. Their award was set up by John Rowe Townsend as recognition for writers by their peers. Apart from Stephanie Nettell, who is now the children's books editor for the paper and chairs the panel, the judges for the 1982 Award were Penelope Lively, Andrew Davies, Geoffrey Trease and Mike Rosen. Publishers submit entries for the award, about 80 last year, and Stephanie Nettell whittles them down to a shortlist of about a dozen. The unpaid judges then have one meeting and emerge with a consensus winner. Andrew Davies, whose *Conrad's War* (Blackie) is a past winner, has been a judge for four years and now retires. He thought last year was a poor one. "Stephenie told me, 'but when I saw the shortlist, I thought surely there must be something better.'"

This was not the only time I heard this view of 1982. Many judges worried to that extent, though accepting their own eventual winners. Andrew Davies' own taste is uneasy with fellow-judges' preference for more finished but less exciting books. "It's easy to take a writer's subtle ambitions as if they have actually been achieved."

Penelope Lively joined *The Guardian* team last year but has also judged the Whitbread and won both last year the Carnegie medal herself, as well as prizes for her adult books. She was disappointed in the general standard of the shortlist. "We always have a

growing worry that you might have missed something marvellous and outstanding by a fewcomer."

With a system of consensus and the chair not having a casting vote, there is always the danger of split choice and the ultimate winner being a compromise - everyone's second best. Writers are not famous for consensus about fellow-practitioners, as many a Booker panel has testified.

The Whitbread Awards work differently. They have three categories each year, each receiving £3,000. So children's books, when they feature, as they have in 10 out of the last 11 years, are ranked equal with adult novels and biographies. Whatever it has or hasn't done for sales, it has accorded writing for children a proper status and significance in the literary world. Each year there is a specialist judge appointed to look at children's books. For 1983, the children's specialist is Jane Gardam, a past winner.

The panel is currently making its deliberations on a shortlist drawn up by a specialist judge and comes from a list made public and comes from a preliminary list sifted by Andrea Livingstone of the Booksellers' Association, which has administered the Whitbread Awards for the last seven years.

The judges, who are paid a fee by Whitbread's - "not nominal, but not hefty, nothing like the Booker", says Jane Gardam - meet three or four times and read all the shortlisted books in the three categories. This year the fiction specialist, bookman Frank Delaney, and the biographer Lady Longford are joined by a professional bookseller, and as always the decisions are joint. So when Roald Dahl, last year's children's specialist, announced the *Song of Pentecost* as winner, he wasn't just backing his own favourite, even though he had already said his praises quoted on the book's jacket. Neither, he nor Jane Gardam was available for comment, but Andrea Livingstone says that for the last few years judges have been disappointed by the general standard of entries. She also finds it very difficult to get submissions out of publishers' editors and publicity managers please note.

The TES Information Book Award was also still meeting, but there too I did not hear of much excitement as they opened their book parcels. There are three judges for each section and both teams are joined by the TES editor Stuart MacLure and, in an unofficial capacity, by the literary editor, Michael Gifford and the children's books editor, Heather Nelli.

The junior team looked at about a hundred books last year. Morlon MacLure, now serving for her third and last year, feels that the

Junior Judges have a very difficult task, particularly for the youngest age group. They had in the past liked books like the Matheson *Chatterbooks* series. But these simple photographic talk-promoters seem closer to stories than to information books. "At that very young age it seems crazy to distinguish between fact and fiction", says Ms Glastonbury. "It really means that we tend to rule out books for the very youngest end of the range."

There are two meetings for each team, one to reach a shortlist and one to finalise. Publishers differ wildly about how they submit. Both senior and junior judges told me that some publishers seem to give it no thought and just "slap in any old thing", while others seem a little daunted by the awards' high standards.

David Self, writer and broadcaster, now in his second year as a Senior Judge, was particularly scathing about how publishers mis-judge their audience. "They honestly have got the secondary age range hopelessly wrong - a lot of the books that have arrived on my table would insult a nine-year-old in the style of presentation, though not in language. There is a ghastly gap, particularly for the 12s to 16s." Reports by the award judges are published in *The TES*.

Non-fiction books are considered every year among the large list of titles which the Other Award panel looks at, and they often win. In the past books about Africa, Trade Unions, Victorian life and menstruation have all featured on our list of recommendations. Because the Other Award can be for four or five books, it can exhibit a range of different kinds of good book in the same year. In 1983 - the announcement was made yesterday - the final group comprised a teenage novel, a play script, a picture book for older readers and a miscellany of words and images. (See chart for details.)

I think we looked at about 50 books this year, very few of them submitted by publishers. Panelists scour the trade press and keep their ears to the ground - and the underground - for likely books. We consider many titles from new and alternative imprints. There are usually five or six meetings for this - definitely unpaid - panelists, who usually share one or two copies of each book. We are critics, librarians, writers and nice TV education officer, soote having dual roles.

Rosamery Stones, one of the founders of the Other Award, was also one of the original panelists for the Mother Goose Award, which followed it four years later. It was first funded by a bookseller but, after a few wobbles, is now backed by a book club. During the gap, the panelists paid for the prize out of their own

pockets. It is still anxious to remain independent of its sponsors. Rosemary Stones explained that "the idea at the beginning was to have one illustrator, one teacher, one librarian and one critic, but we found we needed more expertise and had to draft in more artists". Currently they have Shirley Hughes, Jan Piechowski and Colin McNaughton. Rosemary Stones thinks it is a valuable award because it brings new artists to people's attention and is very frank in its report about how those artists are served by their editors and art departments.

In the same year as the Mother Goose, came the *Signal* Poetry Award, which has been made in only three of its five years. "Those two lean years so near the beginning were rather embarrassing," says Nancy Chambers, its co-founder. The panel is tiny - only two judges - but they are Margaret Meek and Neil Philip. Nancy Chambers told me that the quality of writing about poetry that the award generates was one of the main considerations in appointing judges. They write a long report on the year's output in the May issue of *Signal*, which constitutes the announcement of the award. The books don't have to be submitted by publishers - there is a small enough output of poetry for children to enable Nancy Chambers to see it all.

There is only one award which actually includes children in the decision-making - the Children's Book Award. With adults and children working together in the 10 regions of the Federation of Children's Book Groups, the "panelists" run into hundreds. As well as one winner there is a top ten listed which this year covered ages from 0-14+, everything from *The Baby's Catalogue* (Janet and Allen Ahlberg, Kestrel) to *The Wave* (Morton Rhue, Kestrel). There are a further 10 books commended for each of three age groups, so judges don't have to agonize over runner-up. Their criteria are simple and salutary: Pat Thomson, the award's national coordinator, says, with no sense of stating the obvious, "a children's book award should be given for a book that children will enjoy."

Another recent award is the Young Observer/Rank Organisation Fiction Prize. Janet Crumple, of the Young Observer, prepares a shortlist of about 10 books for the four judges and they meet twice, paid a fee by Rank. Their chairman is Lord Gardiner. His fellow-panelist Frank Delaney is caustic about the way children's books are served by their publishers. "You have to struggle past the presentation to discover the content. There seems to

continued on following page

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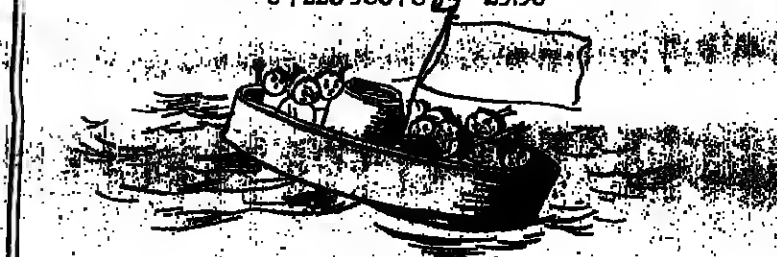
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The Carnegie Medal (1936)	Outstanding children's book	The Library Association	Medal	London	June	Panel of approx 15	<i>The Hound</i> by Margaret Mahy (Dent)
The Kate Greenaway Medal (1955)	Most distinguished children's book illustration	The Library Association	Medal	London	June	Panel of approx 15	<i>Michael Foreman for The Sleeping Beauty</i> by Angela Carter (Gollancz) and <i>Long Neck and Thunder Foot</i> by Helen Piers (Kestrel)
Guardian Award for Children's Fiction (1957)	Outstanding children's novel	The Guardian newspaper	£250	London	Last Thursday in March	4 Judges + chair	<i>The Village by the Sea</i> by Anita Desai (Heinemann)
Whitbread Literary Award: Children's Book Category (1972)	Best novel for children aged 7+	Whitbread Ltd (administered by Booksellers' Association)	£3,000	London	Oct 31st	One specialist + 3 other judges	<i>The Song of Pentecost</i> by W. J. Corbett (Mathews)
TES Information Book Awards: Senior (1972)	Outstanding information book for up to age 8	Times Educational Supplement	£150	London	August 31st	4 Judges + chair	<i>The Easy Way to Bird Recognition</i> by John Kitchin (Kingfisher books)
Junior (1973)	Age 10-18	Times Educational Supplement	£150	London	August 31st	4 Judges + chair	<i>A Day With a Miner</i> by Philippe Aston (Wayland)
The Other Award (1975)	Progressive anti-racist, anti-sexist etc. literature	Children's Book Bulletin	Commendation	London	Following September	Panel of 7	<i>Everybody's Hated</i> by Mike Rosen (Bodley Head) <i>How to Play by Karuss</i> (trans. Judith Elkin) (A&C Black) <i>Will of Iron</i> by Gerard Mella (Longman Knokout) <i>Talking in Whispers</i> by James Watson (Gollancz)
Mother Goose Award (1976)	Most exciting newcomer to children's book illustration	Books for Children (Book Club)	£200	London	21st Mar.	Panel of 8	<i>Angry Arthur</i> by Satoshi Kikura (Andersen Press)
Signal Poetry Award (1979)	Poetry for children or work promoting it	Signal journal	£100	London	May	2 Judges	<i>The Rattle Bag</i> edited by Tad Hughes and Seamus Heaney (Faber)
Children's Book Award (1980)	Work of fiction for children up to 14	Federation of Children's book groups	Book of children's letters and reviews	London	March/April	Adults and children from 10 regions	<i>The BFG</i> by Roald Dahl, illustrated by Quentin Blake (Cape)
Young Observer/Rank Organisation Fiction Prize (1981)	Best full-length teenage novel	The Observer newspaper and the Rank Organisation	£300	London	November	4 Judges + chair	<i>The Watcher Bee</i> by Mary Mellwood (Daunt) and <i>Aquarius</i> by Jan Mark (Kestrel)
Kurt Maechler Award (1982)	Excellent book in which text and illustrations are integrated	Kurt Maechler Fund (administered by NBL)	£1,000	London	November	2 Judges + chair	<i>The Sleeping Beauty and Other Favourite Fairy Tales</i> by Angela Carter, illustrated by Michael Foreman (Gollancz)
Garvi Gujarati Racial Harmony Award (1982)	Book promoting racial harmony	Garvi Gujarati newspaper	£100	London	September (but may be later in 1983)	3 Judges	<i>The Story of Prince Rama</i> by Brian Thompson and Jason Roy (Kestrel)

EXTRA

Tell me a story

Sweet Dreams: The Bedtime Story Book. By Eugene Summerfield. Illustrations by Robin Lawrie. Ward Loos £3.95. 7063 6231 4. Just Like Abigail. By Moira Miller. Illustrated by Doreen Caldwell. Methuen £3.95. 416 28400 0. Hairy and Slug. By Margaret Joy. Illustrated by Rowena Allen. Faber and Faber £4.25. 571 13107 7. Tales for Telling. By Lella Berg. Illustrated by Danuta Laskowska. Methuen £3.95. 416 25080 7. 416 25080 7.

As with teaching so with story-telling - if you do it with sufficient enthusiasm and conviction, however boring the lesson, however dull the tale you will almost certainly infect your listeners. *Sweet Dreams*, alas, reinforces my belief in this theory. It's a little too thick on witchery - slick and contrived. The narrative is repetitive and the stories themselves offer little stimulus to the imagination of the young child. Many of them read like hasty improvisations - bits and pieces joined together, the joins too visible and sometimes creaking hideously. There are indeed two or three memorable ones and it's a shame that the rest of the lot has one

entire paragraph misplaced. The illustrations are of the funny, rumbustious variety one finds in the average comic, unashamedly devoid of artistry.

Lovable Abigail, an original creation by Moira Miller, often finds life boring and giggles incessantly. Young mothers, I suspect, will get more laughs out of her pleasant little antics in *Just Like Abigail* than their progeny: they'll see the jokes from both ends. Whether she's looking after a little baby, finds difficulty falling asleep, is scared of gurgling noises in the loo or makes too frank observations about a fat shopper in the supermarket, Abigail, all in all, is a not unrealistic impression of a slightly-above-the-average mischievously knowing child.

Car drivers, especially reckless masculine ones, it is often said, like to think of themselves as extensions of their motorized vehicle. Margaret Joy's little car, Slug, gives you the feeling that it is almost human - which is quite a *tour de force*. Slug is a good-natured, wily little thing with the ability to control her windows and hoot her horn. She outwits both the police and the car-wash and, together with Hairy, a dog obsessed by television, she manages to corner two car thieves.

Hairy himself, exploiting his familiarity with all the current best favourites, wins the prize for the Most Intelligent Dog at the County Show. The human family in this charming little book form comfortable and humorous adjuncts to their two beloved possessions.

Lella Berg has a rare feel for the oral tradition of story-telling and her tales are brisk and robust. From five different countries she has unearthed a gaggle of mysterious and enchanting tales full of quaint humour and gnomic wisdom. Each tale carries an approximate indication of the telling time, which is jolly useful, particularly at bedtime. In "The Turnip Takers" the nagging husband was, of course, in the original version, as well as in Arthur Ransome's *Old Peter's Russian Tales*, the nagging wife, Lella Berg has, without loss to the story, skillfully turned it round. And I'm sure she was delighted to come upon "The Arguing Boy" as perhaps an antidote to the story she tells in her *Folk Tales* under the title "The Woman Who Always Argued". Danuta Laskowska's black and white drawings have a cool and witty originality.

Stephen Corrin

Question of belief

Born of the Sun. By Gillian Cross. Oxford University Press £6.95.

Most serious novels for young people are what German critics used to call *Bildungsromane* - stories of emotional growth and the building of character. *Born of the Sun* is a particularly striking example of the genre: not only its young heroine, but all the characters make a journey of the body which is also and essentially a spiritual journey; everyone is changed by it.

It begins with a deceptive, though seductive, appearance of being a romantic adventure story: 15-year-old Paula is taken out of school to

father Karel and her practical mother Jean on a long-dreamed-of expedition to the forests of South America to find the lost city of the Incas. Moreover, instead of his usual photographer, Karel is taking an attractive young man, only a few years older than Paula.

But the reader who imagines that the focus of the story will be a relationship between Paula and Finn is quite mistaken: Paula's passion at this stage is a filial one for her amazing father, and it is this passion which is to sustain painful shocks, as Karel makes mistake after mistake through impetuosity; the real reason for the frantic haste of the journey is almost worse than Paula's imagin-

Finn is there to provide not love interest but a focus of scepticism as the centre of the novel turns out to be a question about belief. As a Finn-like person, I am easily irritated by novels that demand my acquiescence in things I am expected not to understand, and it is a measure of the delicacy and tact, as well as the grip of Gillian Cross's novel, that I did not, at the end, feel that I had been conned or lectured. In retrospect, I'm not sure about the plausibility of the plot, quite apart from the central issue, but while I was reading it carried great conviction, and it has both depth and freshness.

Anthony Danks

School survivors

No Place Like. By Gene Kemp. Faber and Faber £4.95 571 13063 1. Waiting for the Sky to Fall. By Jacqueline Wilson. Oxford £6.95 19 271485 6.

Pete is a boy who has lived with failure and fear for so long that he has achieved a kind of comfort crouching within himself, inside his scruffy room at home, while his family - boisterous father, eager, reforming mother and calm efficient sister - range about him.

He survives school by daydreaming, is eased (by his mother) into Sixth Form College, where everyone seems cleverer, more capable, more handsome than he, but where gorgeous girls cuddle him, loyal friends hang round him, though new and then two hard men make him really scared.

He survives again, meets the girl of his dreams and wins her, without visible effort. He knocks out the thicko who, together with a clever manipulator, is robbing the neighbourhood. And at last he can bravely tell his Mum and Dad: "I'm thick and wet and you'll have to put up with it."

No Place Like is a wry, teenage romance for a boy in which all ends well. It succeeds through Gene Kemp's tight writing, her well-known comic sense and sure touch with teenagers. The F.E. mob do indeed sound and behave like this. I'm less sure about the father, boor with a heart of gold who,

despite the fact that he is shown during every crisis for the boy, is worshipped by him. The mother, pitifully naive, is nevertheless the only one trying to make things work. She is rewarded by winning insult and ridicule from the father and condescension from the son. Humiliated by the last page, she grins and bears it. While the father endlessly brags his feelings to the world, she conceals her. There's an injustice to it all, but the book allows.

The humiliations heaped on the family by the frustrated shopkeeper father of *Waiting for the Sky to Fall*, are for real. The atmosphere in the little home is electric with fear and thwarted affection, expressed by his ambitions and the nagging demands of "trude" which every "shop" family knows only too well.

Katherine the heroine is torn with anxiety about the exam results she feels she cannot deliver, guilt about growing away from her little Nicola, and her escapology with her fat Mum (compassionately described).

A brief encounter with local boy Richard comes to a sticky halt (and let's hope) amid a wild hunt for lost little Nicola and a painful reconciliation at home that offers a glimmer of hope for the future.

A moving story in which aspects of social difference and the small things that can divide people are subtly stated.

Robert Leeson

Book shelf

Written for Children: on outline of English-language children's literature. By John Rowe Townsend. Second revised edition. Kestrel £6.95 0 7226 5466 9.

In his Foreword to the 1974 edition of *Written for Children* Mr Townsend claimed that he had tried as hard as possible "to refrain from hazy mentions of authors and strings of titles". Significantly that clause has been deleted from the reprint of this same foreword in 1983. It is a

credit admission that he could not then, and can find now, no better way of dealing with the "standard" section of his book than by lining up a series of mid-level category by category.

I found him failing in 1974 because it caused him to evade a number of questions that would have been of interest to the general reader, to whom this "outline" is aimed. Although he claims (still) that children's books must be judged "as much the same standards as adult

Other Award have gone to the usual book was for 1977's *The Turnip* by Terence Tiller (by Gene Kemp). *The BFG*, which was the winner of The Children's Book Award, I can reliably tell would have been the fourth book on the Carnegie short-list if some panelists had found its notional stereotype father such as Greeks being greedy, unacceptable. You can bet that would have happened 10 years ago if it had won the form, it's worth getting hold of backlist titles from the awarding bodies for the various awards.

This then is the field, but what of the players? Most authors are naturally delighted to see their names in the list of winners and they've usually been proud to show off their prizes. However, Suttcliffe mentions her Carnegie medal with her OBE and her Award along with her OBE and her Carnegie medal. Lucy Boston writes in her autobiography about receiving the Carnegie medal as "A snub of success" and calls it "a blend of personal and sales promotion". But she says, "I'm not sure about the value of it" is not so sure about the value of it as that one writer's success does not prove another's inferiority, against people not getting prizes, think awards are really a good gimmick. It isn't really good for individuals - it would be far better for them to get a decent return for their writing.

Clive King admits, with complete honesty, that it might be some years since he has won a prize himself (his *Sig of the Sun* has sold 700,000 copies in paperback). But he says that one writer's success does not prove another's inferiority, against people not getting prizes, think awards are really a good gimmick. It isn't really good for individuals - it would be far better for them to get a decent return for their writing.

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To boggan or not to boggan

Charles Causley on poetry anthologies

Sky in the Pie. By Roger McGough. Kestrel £4.95 0 7226 5830 3. **Poems for 7-Year-Olds and Under.** Edited by Helen Nicoll. Chosen by Roger McGough. Kestrel £3.50 0 7226 5789 7. **Chosen by Helen Nicoll.** Edited by Robert Fisher. Faber £4.95 0 571 13100 X. **Now's Ark.** Edited by Michael Harrison and Christopher Stuart-Clark. Oxford University Press £7.95 0 19 21047 5.

Roger McGough's long-standing love affair with the English language is so well-founded that, fortunately, he has no fear of playing games with it. In *Sky in the Pie*, a collection of 76 of his new poems for children, he stands words on their heads, breaks them into living pieces and like some mad surgeon sticks them together again. As a result, he also engages in a lively campaign to restore the currently disdained pun and speech, believing obviously with Swift that "punning is a talent which no man affects to despise but he that is without it".

No contemporary poet surpasses McGough's ability to focus the

child's attention on the hidden magical qualities, the possibilities, the sheer fun contained in what might be thought the worn coinage of ordinary speech. "To boggan?" or "not to boggan?" he asks, po-faced, but with a reassuring glint in the eye, thereafter luring the unsuspecting reader into bush country.

Occasionally a too simplistic note, a lapse into sentimentality ("Tell me Why?", "Beatings") dilutes or clogs the effect. But one must welcome this collection, with its undeniable quality of celebration and joy, as in "Out of Sight":

"Cheer up mate"
shouted the jolly road-sweeper
And bending down
lifted up a corner
of the tarmac
and swept away the dust.

Helen Nicoll's anthology, lumbered with a clumsy and what some of its intended readers might consider a somewhat presumptuous title, nevertheless succeeds brilliantly in her grouping together of 117 poems and fragments of poems for the younger reader. The book is compact, the print attractively large, the illustrations by Michael Foreman apt

and varied. There are a lot of well-tried pieces ("Five Eyes", "Ducks", "Ditty", "Sir Smasham Uppe" etc) but also some unexpected and delightful choices from William Carlos Williams, Clare, Yeats, Plath, even F. Scott Fitzgerald. The result is a substantial mix of the known and the comparatively little-known that as an introduction to the world of poetry could hardly be bettered.

Robert Fisher's *Ghosts* anthology, a catch of (to quote the sub-title) "haunting verse", trawls what has become a rather more familiar area of poetry, and there are few surprises, though it is pleasant to encounter here MacNeice's "The Riddle", Tennyson's "The Silent Voices" and the underrated Humbert Wolfe with "Green Candles": "She shall come in", answered the open door. "And not", said the room, "go out any more". There is also an awful example of the dangers surrounding the visual artist in the business of anthology-making. De la Mare's marvellously memorable "The Ghost" turns up ("Who knocks?", "I, who was beautiful,"), its imaginative force and suggestibility annihilated by the illustration on the opposite page.

Prime rhyme time

The Faber Book of Nursery Verse. Edited by Barbara Ireson. Illustrated by George Adamson. Faber Paperbacks £4.25. 571 13079 8.

My Little Pig Went to Market. Compiled by Norah Montgomerie. Illustrated by Margaret Gill. Bodley Head £5.95. 370 30938 3. **Round and Round the Garden.** By Sarah Williams. Illustrated by Ian Beck. Oxford University Press. £3.95. 19 27962 2.

My Little Pig Went to Market. Compiled by Norah Montgomerie. Illustrated by Margaret Gill. Bodley Head £5.95. 370 30938 3. **Round and Round the Garden.** By Sarah Williams. Illustrated by Ian Beck. Oxford University Press. £3.95. 19 27962 2.

There are so very many nursery rhymes that the prospective parent, playgroup leader or teacher contemplating expanding their repertoire must feel their heart sink, even when leafing through such a tried and favourite as Barbara Ireson's *Faber Book of Nursery Verse*. Invaluable as a back-up, containing practically every rhyme, example of every-tardum from the Quanglewagger to the Derby Ram) and poems of verse about children and poems and pets and kings and queens and simply everything which has ever appealed to the nursery, this is a magnificent collection should have a permanent place on the shelf.

For the faint-hearted, however, smaller collections may be more likely to encourage the interplay which children prefer. Norah Montgomerie's *This Little Pig Went to Market* is an enticing selection aimed particularly at the family. As Ms Montgomerie points out, you cannot recite "Round about, Round about Set a little horse" book in hand, no more than you can "a dog came and chased him, Right up there!" whilst flicking through to see what else you can play next. So you will have to learn off the rhymes and master the instructions beforehand, but they are none the worse for that. The progression the rhymes follow is developmental, from toe and finger counting, to clapping, foot-popping and rocking to hand clapping and final slinging games, so the book should be good for a few years.

In picking out a very few finger-play rhymes and illustrating them twice, once with diagrams for adults and once with round shiny figures for children, Sarah Williams and Ian Beck show themselves aware of the place which play rhymes hold in the nursery education world. *Round and Round the Garden* is no jolly introduction to the world of five fat sausages and icy wintry spider (though I always knew him as Insy-binsy spider) as you could desire. The diagrams, sometimes take a bit of puzzling out, but the large print and gleeful personages who cope through the realm of the lady's looking glass and fox in his hole are welcome for playgroup table or bedroom shelf.

Bodley Head Paperback Originals for the best in teenage fiction

Larry Bograd
BAD APPLE

A chilling and provocative novel about one teenager's struggle to exist in a world that seems out of control... and is.
0 370 30553 1 £3.95

Frances Thomas
DEAR COMRADE

Kate and Paul meet at a party, where the girl in the silver tights is sick all over the sofa. This sensitive and funny story of their developing friendship, conducted through an exchange of letters, will establish the reputation of this award-winning author.
0 370 30559 0 £3.50

Linda Hoy
THE DAMNED

When Chris joins DAMN - a group within the peace movement which believes in violence and direct action - he thinks he has found an outlet for his own restless ambition. But he is made to confront his own conflicting loyalties when he meets Sarah...
0 370 30520 5 £4.50

Coming in January 1984:
Jean Ure

YOU WIN SOME
YOU LOSE SOME

Jean Ure's sequel to *A Proper Little Nooryoff*.
0 370 30996 0 £4.50

Sinful sausage ahoy!

A Pirate's Mixed-Up Voyage. By Margaret Mahy. Dent £5.95.

Look round any bookshop and you will see plenty of evidence of a belief that there is a short-cut to funny writing. All you have to do, it seems, is loose off a long string of incongruities; juxtaposing, say, sausages, commissioners for oaths, Armenian tram drivers, custard and leather cutlery. But, of course, nothing in life is that easy. Always, there is an extra necessary ingredient, an elusive quality which only the gifted and the chosen can perceive and achieve. Those who manage it - Milligan, Leacock, J.B. Morton - become immortal. Those who do not, flounder and sink in a tedious welter of goshes, wheels and unicycling vicars.

Writers for children are particularly drawn to this genre, because the very young, untouched as yet by the tarnish of sophistication, are voracious devourers of unusual words and combinations. Utter the phrase: "Cauliflower sandwiches" to a nine-year-old, and you have a friend for life.

Margaret Mahy understands this very well - is not her pirate ship called *The Sinful Sausage*? And if anyone has the magic touch, then she certainly has. Her pirates thrive on incongruity. They are, indeed, incongruity personified as they sail the Seven Seas in search of Humbert Cash-Cash, the inventor. Where Margaret Mahy really scores, though, is in the never-ending richness of her ideas. It is not just that she revels in words - which she does - but that she revels in happenings and images, and can col up the words to bring them to life. For reasons which I can only ask you to take on trust, the pirates in this book go to school to learn to read. Mrs. Halcott puts before them a Book One of the reading scheme. It says: "Look, John. Look. Look at the burglar. The burglar looks at John. John looks at the burglar. Run, burglar, run." If only reading books were really like that.

There is a joyful, liberating and universal quality about Margaret Mahy's imagination, which I find enchanting and more than a little moving. Very young children, indeed, could enjoy this book, were it read to them. I see no upper age limit for it at all.

Victoria Neumark

Gerald Haigh

JELLY BELLY

Dennis Lee
Illustrated by Juan Wijngaard

A superbly illustrated anthology of poetry by one of Canada's best-known poets. Rude and rumbustious, loud and lively, quiet and gentle, here are poems to suit all moods for children of all ages. Including action poems and finger rhymes for the youngest. The illustrations by this award-winning artist imaginatively combine the real world with the fantasy world of poetry.

Publication date: 19 October 1983
£5.95

Blackie The Best in Books for Children



MIDDLE SCHOOL EDUCATION continued

Humanities

Heads of Department

SUFFOLK

COUNTY COUNCIL
LELANDS MIDDLE SCHOOL
Vux Road, Sudbury.
Initial comprehensive 9-13.
550 on roll.
Required for January 1984.
For Scale 2.
Application forms and further details available from the County Education Officer, Ipswich.
Closing date: 14th October 1983.

Modern Languages

Scale 2 Posts and above

MERTON

LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
111, CROSS MIDDLE
SCHOOL
Aldridge Way, Merton.
Surrey, S.W.14 4BT.
Head Teacher: Mrs. M. H. Elphinstone, D.A., Dip. Ed.
Tel: 01-894 6554.
Age range: 11-18 years.
No on roll: 507.
Required for January 1984, a temporary leave of absence to a teacher who is able to teach modern languages and French in fourth year level (Scale 1). For a teacher able to assume responsibility for acting temporary Head of the French Department in Scale 2 London Allowance 1987.
Application forms and further details available from the County Education Officer, Ipswich.
Closing date: 14th October 1983.

Scale 1 Posts

Scale 2 Posts and above

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Music

Heads of Department

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Physical Education

Scale 2 Posts and above

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Closing date: 14th October 1983.

AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth
(Group 10 - 950 on roll)

Required from September 1984 a

HEADTEACHER

for this secondary bilateral school for girls - age range 11-16 years.

Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e.

Closing date 21st October 1983.

DORSET
County Council

NORTH YORKSHIRE COUNTY COUNCIL
BARBY HIGH SCHOOL
Barby, Selby (Group 9)
RE-ADVERTISEMENT

Applications are invited from suitably qualified and experienced candidates for appointment as

HEAD

of this mixed comprehensive school with approximately 600 pupils (including a small Sixth Form) on roll. The appointment is available from 1 January 1984.

With the re-organisation of secondary education and further education in the area, Barby High School will, from September 1984, become one of three 11-16 County Schools served by the newly established tertiary college. It is intended that the person appointed will be Head of the present school from January 1984 or from April 1984 and of the new school from September 1984. Previous applications will be further considered.

Application forms and further details are available, on receipt of a stamped addressed envelope, from the County Education Officer, Room 143, County Hall, Northfletton DL7 8AE, to whom completed forms should be returned by 7 October, 1983.

COVENTRY CITY COUNCIL
Blue Coat CE Mixed
Comprehensive School (Group 11)

Appointment of

HEAD TEACHER

from January 1984.

Applications are invited for the post of Head Teacher to lead this school during an important period of development.

The school is a six form entry 11-18 comprehensive of 1,000 pupils, occupying a good site near the city centre.

Application forms and further particulars available from the Clerk to the Governors, 50 The School, Terry Road, Coventry CV1 2BA. Tel: 0203 23542, to whom completed forms should be returned with two weeks of appearance of advertisement. Enclose s.a.e. acknowledgement required. Canvassing disqualifies.

an equal opportunity employer

BOURNEMOUTH SCHOOL FOR GIRLS
Castle Gate Close
Castle Lane, Bournemouth

Required from September 1984 a

HEADTEACHER

for this Group 11 grammar school of 900 girls, including 260 in the sixth form.

Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e.

Closing date 21st October 1983.

DORSET
County Council

ilea Inner London
Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

HAMPSTEAD (SM) SCHOOL
WESTBERE ROAD, LONDON NW2 3RT
Vacant from 1 January 1984 following the retirement of the present headmaster, Mr. E. F. Field. Roll 1,063. Burnham group 11 plus Inner London allowance.

SYDENHAM (SG) SCHOOL
OARTMOUTH ROAD, LONDON SE26 4RD
Vacant from 1 January 1984 on the retirement of the present headmaster, Mrs. Y. B. Zocherowich. Roll 1,490. Burnham group 12 plus Inner London allowance.

Please send curriculum s.a.e. for application form and further details to Education Officer, EO7510, County Hall, London SE1 7PB. Closing date for the return of completed applications forms 21st October.

ILEA is an equal opportunities employer.

COVENTRY CITY COUNCIL
ALOERMAN CALLOW SCHOOL AND
COMMUNITY COLLEGE (675 on roll)

DEPUTY HEAD TEACHER

(GROUP 10) required January 1984.

The vacancy arises from the promotion of the present Deputy Head Teacher, Mr. A. N. Way, to the post of Head Teacher. The successful candidate will be responsible for the day-to-day running of the school and will report to the Head Teacher.

Application forms and further particulars from the Head Teacher, Mr. A. N. Way, 50 The School, Terry Road, Coventry CV1 2BA. Tel: 0203 23542, to whom completed forms should be returned with two weeks of appearance of advertisement. Enclose s.a.e. acknowledgement required. Canvassing disqualifies.

EDUCATION DEPARTMENT
SEVENOAKS DIVISION

APPOINTMENT OF

Head Teacher

GROUP 11: ROLL: Approx. 1,000
Hextable School
Egerton Avenue, Hextable, Swansley,
Kent BN8 7LU

Required for April 1984, a Head Teacher for this mixed 11-18 purpose-built comprehensive school.

Application forms and further details available from and returnable to the Divisional Education Officer, 68 London Road, Sevenoaks. Please enclose s.a.e. Closing date 21st October, 1983.

KENT COUNTY COUNCIL

NORTH YORKSHIRE COUNTY COUNCIL
ARCHBISHOP HOLGATE'S
(VOLUNTARY CONTROLLED)
GRAMMAR SCHOOL, YORK

Applications are invited from suitably qualified persons for appointment, in the first place as

HEAD

of this grammar school for boys aged 11-18. The post is vacant on 31 August, 1984 on the appointment of the present Head as Principal of the new York Sixth Form College. The school is at present one of two boys' grammar schools in the City of York which will become co-educational in 1985. The school is a voluntary controlled school and is a member of the North Yorkshire Education Authority. The school is a day school and is a member of the North Yorkshire Education Authority. The school is a day school and is a member of the North Yorkshire Education Authority.

Further details and application forms (to be returned by 7 October, 1983) are obtainable on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northfletton DL7 8AE.

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COVENTRY CITY COUNCIL
ALOERMAN CALLOW SCHOOL AND
COMMUNITY COLLEGE (675 on roll)

DEPUTY HEAD TEACHER

(GROUP 10) required January 1984.

The vacancy arises from the promotion of the present Deputy Head Teacher, Mr. A. N. Way, to the post of Head Teacher. The successful candidate will be responsible for the day-to-day running of the school and will report to the Head Teacher.

Application forms and further particulars from the Head Teacher, Mr. A. N. Way, 50 The School, Terry Road, Coventry CV1 2BA. Tel: 0203 23542, to whom completed forms should be returned with two weeks of appearance of advertisement. Enclose s.a.e. acknowledgement required. Canvassing disqualifies.

EDUCATION DEPARTMENT
SEVENOAKS DIVISION

APPOINTMENT OF

Head Teacher

GROUP 11: ROLL: Approx. 1,000
Hextable School
Egerton Avenue, Hextable, Swansley,
Kent BN8 7LU

Required for April 1984, a Head Teacher for this mixed 11-18 purpose-built comprehensive school.

Application forms and further details available from and returnable to the Divisional Education Officer, 68 London Road, Sevenoaks. Please enclose s.a.e. Closing date 21st October, 1983.

KENT COUNTY COUNCIL

NORTH YORKSHIRE COUNTY COUNCIL
ARCHBISHOP HOLGATE'S
(VOLUNTARY CONTROLLED)
GRAMMAR SCHOOL, YORK

Applications are invited from suitably qualified persons for appointment, in the first place as

HEAD

of this grammar school for boys aged 11-18. The post is vacant on 31 August, 1984 on the appointment of the present Head as Principal of the new York Sixth Form College. The school is at present one of two boys' grammar schools in the City of York which will become co-educational in 1985. The school is a voluntary controlled school and is a member of the North Yorkshire Education Authority. The school is a day school and is a member of the North Yorkshire Education Authority. The school is a day school and is a member of the North Yorkshire Education Authority.

Further details and application forms (to be returned by 7 October, 1983) are obtainable on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northfletton DL7 8AE.

COVENTRY CITY COUNCIL
ALOERMAN CALLOW SCHOOL AND
COMMUNITY COLLEGE (675 on roll)

DEPUTY HEAD TEACHER

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SECONDARY COMMERCIAL SUBJECTS
continued

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
WALDEGRAVE SCHOOL FOR GIRLS
Twickenham Road, Twickenham, Middlesex
111 - 15 comprehensive
A part-time teacher of Typing (O.D.) is required from January 1984 for each Fourth and Fifth Year girls to examination level.
Forms (s.p.s.) please from Director of Education, Regal House, London TWickenham TW9 3DP, returnable to the Headmaster at the school by Tuesday 11th October 1983.
152823

DORSET
THE WOODROFFE SCHOOL
Lyne Regis, Dorset DT7 3LB
170 boarders, 118 sixth form
Required January 1984: a well-qualified teacher of Mathematics, the role of which is to provide a stimulating and challenging environment with a stimulating and challenging environment. The Department works closely with the University of Exeter and is very forward looking. Level qualifications should not be a barrier.
Tel: 09874 2553 for further details and application form. Returnable by 12 October 1983.
152824

EAST SUSSEX
Please see complete advertisement on Page 55. (152825)

Computer Studies
Heads of Department

BRENT
LONDON BOROUGH OF BRENT
NORTH HUGH (MIXED) SCHOOL
Queensway, Brent, NW10
(Roll: 830, 11, 13 & 14)
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152826

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152827

STAMFORD
STAMFORD HIGH SCHOOL
Stamford, Leicestershire LE8 7JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152828

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152829

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
TWISBEC SCHOOL
Twisbec Road, Hounslow, Middlesex TW4 8EP
11-15 mixed comprehensive
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152830

HEREFORD AND WORCESTER
Required January 1984
CHRISTOPHER WHITEHEAD HIGH
Bromwich Road, Worcester WR2 4AP
Tel: 425150
111 - 18
A Head of C.O. & A. Scale 1 is required to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152831

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152832

STAMFORD
STAMFORD HIGH SCHOOL
Stamford, Leicestershire LE8 7JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152833

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152834

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
Application forms and further details (and SAs) are obtained from the Headmaster to whom they should be returned by 7 October, 1983.
Required January 1984

HARINGEY
Progress with Humanity
THE SOMERSET SCHOOL
White Hart Lane, Tottenham, London N15 6PP
Voluntary Controlled Boys' School
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152835

HEREFORD AND WORCESTER
Required January 1984
CHRISTOPHER WHITEHEAD HIGH
Bromwich Road, Worcester WR2 4AP
Tel: 425150
111 - 18
A Head of C.O. & A. Scale 1 is required to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152836

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152837

STAMFORD
STAMFORD HIGH SCHOOL
Stamford, Leicestershire LE8 7JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152838

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152839

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
Application forms and further details (and SAs) are obtained from the Headmaster to whom they should be returned by 7 October, 1983.
Required January 1984

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROVER DIVISION
WATFORD ROAD, WATFORD, Herts. WD17 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152840

HEREFORD AND WORCESTER
Required January 1984
CHRISTOPHER WHITEHEAD HIGH
Bromwich Road, Worcester WR2 4AP
Tel: 425150
111 - 18
A Head of C.O. & A. Scale 1 is required to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152841

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152842

STAMFORD
STAMFORD HIGH SCHOOL
Stamford, Leicestershire LE8 7JH
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152843

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
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152844

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
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Required January 1984

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROVER DIVISION
WATFORD ROAD, WATFORD, Herts. WD17 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152845

HEREFORD AND WORCESTER
Required January 1984
CHRISTOPHER WHITEHEAD HIGH
Bromwich Road, Worcester WR2 4AP
Tel: 425150
111 - 18
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152846

SHROPSHIRE
EDUCATION COMMITTEE
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Madley Court, Shropshire TF7 5QZ
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152847

STAMFORD
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152848

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
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152849

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
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Required January 1984

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROVER DIVISION
WATFORD ROAD, WATFORD, Herts. WD17 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152850

HEREFORD AND WORCESTER
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Bromwich Road, Worcester WR2 4AP
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111 - 18
A Head of C.O. & A. Scale 1 is required to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152851

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152852

STAMFORD
STAMFORD HIGH SCHOOL
Stamford, Leicestershire LE8 7JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152853

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152854

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
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Required January 1984

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COUNTY COUNCIL
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ROVER DIVISION
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152855

HEREFORD AND WORCESTER
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152856

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
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152857

STAMFORD
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152858

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152859

EDUCATION DEPARTMENT
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KENT
COUNTY COUNCIL
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152860

HEREFORD AND WORCESTER
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152861

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152862

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152863

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
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152864

EDUCATION DEPARTMENT
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COUNTY COUNCIL
EDUCATION DEPARTMENT
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152865

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152866

SHROPSHIRE
EDUCATION COMMITTEE
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152867

STAMFORD
STAMFORD HIGH SCHOOL
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152868

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152869

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
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Required January 1984

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROVER DIVISION
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Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152870

HEREFORD AND WORCESTER
Required January 1984
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152871

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
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152872

STAMFORD
STAMFORD HIGH SCHOOL
Stamford, Leicestershire LE8 7JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152873

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
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152874

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
Application forms and further details (and SAs) are obtained from the Headmaster to whom they should be returned by 7 October, 1983.
Required January 1984

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROVER DIVISION
WATFORD ROAD, WATFORD, Herts. WD17 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152875

HEREFORD AND WORCESTER
Required January 1984
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Bromwich Road, Worcester WR2 4AP
Tel: 425150
111 - 18
A Head of C.O. & A. Scale 1 is required to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152876

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152877

STAMFORD
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Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152878

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
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152879

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
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Required January 1984

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROVER DIVISION
WATFORD ROAD, WATFORD, Herts. WD17 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152880

HEREFORD AND WORCESTER
Required January 1984
CHRISTOPHER WHITEHEAD HIGH
Bromwich Road, Worcester WR2 4AP
Tel: 425150
111 - 18
A Head of C.O. & A. Scale 1 is required to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152881

SHROPSHIRE
EDUCATION COMMITTEE
MADLEY COURT COMPREHENSIVE SCHOOL
Madley Court, Shropshire TF7 5QZ
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152882

STAMFORD
STAMFORD HIGH SCHOOL
Stamford, Leicestershire LE8 7JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152883

CYNIGOR SIR GWYNEDD COUNTY COUNCIL
ADRIAN ADDYSG
YSGOL UNCHRADD
Ysgol Unchradd, Llanfair-y-n-Drumog, Gwynedd, LL55 2JH
Required January 1984: a well-qualified teacher of Computer Studies (Scale 1) to take over the established department. Applicants should have taught the subject successfully for a minimum of 5 years. A level 2 post for suitable applicants. Closing date: 14th October, 1983.
152884

EDUCATION DEPARTMENT
SECONDARY SCHOOLS
Application forms and further details (and SAs) are obtained from the Headmaster to whom they should be returned by 7 October, 1983.
Required January 1984

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teacher by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Primary
Kilmington County Primary School, Kilmington, Axminster, EX13 7RG. (Roll: 30)
Head (Group 1)
Salary £9,108-£10,137
Re-advertisement
Required April 1984 or earlier.
Application form and further details (see) from Area Education Officer, 7 Bampfild Crescent, Exeter. Previous applicants will be automatically considered.
Closing date: 14th October, 1983.

Scale 2 - Language Development
January 1984. The teacher appointed will take a first year junior class and may be asked to accept responsibility for co-ordination with the infant school. Closing date: 12th October, 1983.

Estover Primary School, Miller Way, Estover, Plymouth. (Roll: 687)
Scale 2 (2 Posts)
Required January 1984
1. To assist in the organisation and development of the Infant Department (10 classes). Interest in co-ordination of reception groups an advantage.
2. For the promotion of Art and Craft throughout the large school (23 classes). Ability to organise display and presentation resources an advantage.
Closing date: 12th October, 1983.

Montpelier Junior School, Bascomfield Road, Peverell, Plymouth, PL2 3HN. (Roll: 448)
Scale 2
Required January 1984 to take charge of an upper school class and take responsibility for the co-ordination of physical activities in the school. An ability to develop Health Education within the school an advantage. Closing date: 12th October, 1983.

Exeter St Nicholas (RC) (5-12 years) Combined School, Martford Lane, Exeter, EX2 4PS. (Roll: 328)
Scale 1 or 2
Required January 1984 or as soon as possible thereafter a suitably qualified general class teacher who would also be responsible for co-ordinating boys' PE and Games. Candidates are asked to state main curriculum interests besides PE. Scale 2 post for suitable applicants. Closing date: 14th October, 1983.

Southmead Primary School, Wrafton Road, Braunton, EX33 2BU. (Roll: 251)
Scale 1
Required January 1984, teacher of 10/11 years. Closing date: 12th October, 1983.

Whitchurch County Primary School, Whitchurch, Tavistock, PL19 9ED. (Roll: 175)
Scale 1
Required January 1984 for infants and/or first year junior. Ability to play the piano, although not essential, would be an advantage. Closing date: 12th October, 1983.

SCALE POSTS
Special
Exeter Barley Lane School, Barley Lane, St Thomas, Exeter EX4 1TA. (Roll: 40)
Scale 1
Required January 1984 to teach a small, mixed group of 12-13 year olds. The school caters for children aged 10 to 16 years with behaviour problems. Experience in this type of work would be preferred. Closing date: 14th October, 1983.

Downham School, Hom Lane, Plymouth, Plymouth. (Roll: 65)
Scale 1 (S)
Required January 1984 for group of children with severe learning difficulties aged 11-13 years. Relevant training or experience is essential. Closing date: 12th October, 1983.

SCALE POSTS
Primary
Southmead Primary School, Wrafton Road, Braunton, EX33 2BU. (Roll: 251)
Scale 2
Required January 1984, experienced teacher offering Music/Science, capable of leading a team of three within a two year age group in junior department. Closing date: 12th October, 1983.

Salisbury Road Junior School, Salisbury Road, Plymouth, PL4 8QZ. (Roll: 309)

SCALE POSTS
Primary
Bideford School and Community College, Abbotsham Road, Bideford, EX39 3AR.
Part-time Assistant Adult Tutor
Required January 1984, to assist with the development and support of informal community education work in the Bideford area.
Application form and further details from the Headmaster. Closing date: 12th October, 1983.

FURTHER EDUCATION
Bideford School and Community College, Abbotsham Road, Bideford, EX39 3AR.
Part-time Assistant Adult Tutor
Required January 1984, to assist with the development and support of informal community education work in the Bideford area.
Application form and further details from the Headmaster. Closing date: 12th October, 1983.

DEVON

7

Technical Studies

Please refer to CRAFT DESIGN
AND TECHNOLOGY for posts
previously carried under this
heading.

**Other than by Subject
Classification**

Abstract

THE ADEBY SCHOOL
Headline
JUNIOR DEPARTMENT
Required in January
1984, a qualified member
of staff to take charge of a
form of 6 to 7 year olds.
Burslem Scale.
Please apply to the
Headmistress with full cur-
riculum vitae. £19741
785624

CORNWALL

instance,

EGYPT
 Equipped immediately. International school in Egypt, currently needs teachers for 10th October. All are ranges - 16. Mostly female students. There is a specialized field of teaching is required. Also possibility in senior post. Please send full C.V., phone n. - 1 Whitehall, London, W1A 1AA, or Rudolph Hurnham, Sudan, 1628971

OLONGYAN

IL levels

member of the Department to be
another school.

looking for a young man or
e lively mind to a flourishing

vacant in January, but as the
able to take up the appointment
master would also be pleased
r a temporary teaching post for

can be obtained from the
(Telephone: Sherborne (0935)

Berkshire

may be obtained from the College, Windsor, Berkshire (including curriculum addresses and telephone referees) should be sent to:

IAN Species

January 1984 (or September 1984) are studying Russian to a level where teaching is shared between two teachers. Candidates should offer Russian to Oxford Standard and supporting Oxbridge schools, and preferably to 'A' level schools, and uncommonly to other schools. Applications may be obtained from the British Council, College, Windsor, Berkshire. Applications (including curriculum vitae, references and telephone numbers) should be sent to the referees should be sent to the referees.

COLLEGES OF FURTHER EDUCATION

continued

LANCASHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION DEPARTMENT

FRESTON W.B. TUSON COLLEGE

1st January, 1984.

SENIOR LECTURER

DIVISION OF EXTENSION STUDIES

Senior Lecturer with previous ability in the extension of service, training, or in-service training, for F.E. Teachers.

Form/Details: Further details from the Principal, W.B. Tuson College, Freston, Lancashire, LA5 8JL.

ROSDEN VILLAGE COLLEGE

1st January, 1984, or sooner if possible.

LECTURER I

Establishment and development of media studies courses.

Experience in Journalism, Theatre, Radio, T.V. or Film Making desirable.

Form/Details: Further details from the Principal, Rosden Village College, Education Office, Walsby, Rosedale, Doncaster, (SAE please).

Closing date for applications: 13th October, 1983. 1510742 220026

NEWCASTLE UPON TYNE CITY OF NEWCASTLE UPON TYNE

EDUCATION COMMITTEE

COLLEGE OF ARTS AND DESIGN

COMMUNITY EDUCATION

SENIOR LECTURER IN COMMUNITY EDUCATION

Applications are invited for the post of Senior Lecturer in Community Education to commence 1 January 1984 or soon after.

The successful candidate will act as a co-ordinator for the Community Education Department, responsible for the delivery of a range of courses, including: National Certificate and Diploma Courses, Access Courses, and other courses and will provide advice and support to staff and students.

Form/Details: Further details from the Principal, Newcastle City of Newcastle upon Tyne, Education Office, 11th Floor, City Hall, Newcastle, (SAE please).

Closing date for applications: 13th October, 1983. 1510742 220026

Education Department

The Department of Education has 3 vacancies for permanent Lecturer II/ Senior Lecturer posts with effect from 1 January 1984.

1. Lecturer

Primary Education to act as age-range tutor for Nursery to Year 6.

Applicants must have recent experience of working with this age-range, offer expertise in Mathematics and/or Languages and have been active in curriculum development with the lower age-range.

2. Lecturer

Primary Education to act as age-range tutor for Junior courses - Ref No. L1/22.

Applicants must have recent experience of working with Juniors, and be able to offer Primary Science to a team concerned with Environmental Studies. Participation in Research/ Curriculum Development activities is desirable.

3. Lecturer

Secondary Education - Ref No. L1/23.

Applicants should have appropriate academic qualifications and teaching experience of working with this age-range in a non-teaching role, eg. Pastoral work, or in a community project. The person appointed should be able to join a team teaching a Certificate in Education (C.E.) course.

For all posts experience of one or more of the following is desirable:

- a) Working with children with special needs
- b) Multi-cultural education
- c) Development in micro-computing in education

Salary Scale: L1 £22,150-£30,850 (Bar) - £11,800 per annum.

The appointment will be made on the appropriate scale according to relevant previous experience/service, progression from the L1 scale to the L2 scale in accordance with the provisions of the Further Education Report I.

For further details and an application form, to be returned by 10 October 1983, please contact the Personnel Office, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol or ring Bristol 668261, Ext 218 or 217.

Please quote appropriate Reference Numbers in all communications.

NORTH TYNESIDE METROPOLITAN BOROUGH

EDUCATION DEPARTMENT

NORTH TYNESIDE COLLEGE

1st January, 1984.

SENIOR LECTURER II IN HAIR-LEAVING

Applicants should be qualified in hair-leaving and have experience of working with this age-range.

NORTHAMPTONSHIRE TRESHAM COLLEGE

1st January, 1984.

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SHEFFIELD COLLEGE

EDUCATION DEPARTMENT

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WARWICKSHIRE NORTH WARWICKSHIRE

EDUCATION DEPARTMENT

NORTH WARWICKSHIRE COLLEGE

1st January, 1984.

SENIOR LECTURER II IN HAIR-LEAVING

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NORTH WARWICKSHIRE COLLEGE

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NORTH WARWICKSHIRE COLLEGE

City of Manchester Education Department

Applications are invited from suitably qualified and experienced candidates for the following posts. Applicants should indicate clearly when submitting forms whether they wish to be considered for more than one appointment.

Co-ordinator for Community Education

JNC (Points 2-6) - £12,192-£13,191 ps

The appointee will be based at St. James' Community and Nursery Centre, will be a member of the Senior Management Team and will be responsible for the oversight and delivery of all community education activities within District 4 which incorporates the inner city neighbourhoods of Collyhurst, Harpurhey and Mosley.

Community Education Tutor

JNC 5 (Points 2-5) - £10,833-£11,710 ps

To be based at Plant Hill High School and Community Education Centre to assist the Co-ordinator and Head of School in the development of personal and social education and to be a member of the Community Education Team within the emerging High School and Community Education Centre which is the local point of District 1 within North Area. Candidates are required to be qualified teachers with substantial experience/qualifications in youth work and community education.

Community Curriculum Co-ordinator

JNC 5 (Points 2-5) - £10,833-£11,710 ps

To be based at Plant Hill High School and Community Education Centre to assist the Co-ordinator and Head of School in the development of mixed age courses and activities both within the School and within the District. Candidates are required to be qualified teachers with experience of adult and community education.

The above salaries can be enhanced for additional training and qualifications i.e. £260 for an Honours Degree and £345 for a General Degree.

Application forms and further particulars from the Area Principal, North Manchester Area for Community Education, Abraham Moss Centre, Crescent Road, Manchester M8 6UG. Tel: 061-795 5996. Closing date 12th October 1983.

ADULT EDUCATION continued

LONDON

Inner London Education Authority (LIEA) is recruiting for the following posts:

EDUCATION OFFICER
HEAD OF DEPARTMENT

The Inner London Education Authority is seeking applications for the post of Head of the Department of Adult Education.

The successful candidate will be responsible for the development and delivery of adult education within the Authority.

Applications should be sent to the Director of Adult Education, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3DF.

Closing date: 14 October 1983.

For further details and an application form, please contact the Director of Adult Education on 0705 244444.

Salary: £12,000-£13,000 p.a.

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NORTHUMBRIA

Northumbria Education Authority

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EXTRA-MURAL STUDIES

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CLASSIC AND

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Thursday at 5.30pm at the

Extramural Centre, 32

Portland Square, W.C.2

THE MODERN PERIOD

Thursday at 10.30am at the

Warburg Institute

FACULTY OF ARTS

Wednesday at 11.00am at the

National Gallery

TRAINING COM-

MUNICATION AND ART

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All courses test for 34

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For further details and

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